DOCUMENT RESUME

ED 097 135 RC 008 133

AUTHOR	Cragun, John R.; Kartchner, Eugene C.
TITLE	An Evaluation of Career Selection Education in Thirteen Project Schools of the Western States Small Schools Project.
INSTITUTION	Nevada Western States Small Schools Project, Carson City.
PUB DATE	Sep 69
NOTE	270p.
EDRS PRICE	MF-$0.75 HC-$12.60 PLUS POSTAGE
DESCRIPTORS	Attitudes; *Career Education; Curriculum; *High School Students; Occupational Choice; *Occupational Guidance; *Program Evaluation; Questionnaires; *Small Schools; Vocational Development; Vocational Education
IDENTIFIERS	*Career Selection Education; CSE; Western States Small Schools Project; WSSSP

ABSTRACT

The Western States Small Schools Project (WSSSP) developed the Career Selection Education (CSE) program to provide students from small high schools in Arizona, Colorado, Nevada, New Mexico, and Utah with: (1) knowledge about self, broad occupational groupings, the institution and dynamics of society which generate, define, and lend meaning to occupation, and skills useful in a wide variety of occupations and integrated with other areas of the curriculum; (2) practice in career planning; and (3) training opportunities for specific occupations. CSE was instituted in 13 project schools during 1965-66 and was operational as a WSSSP project until August 31, 1968. This report presents: (1) opinions of students, school administrators, Career Selection Agents (CSA), and community employers; (2) descriptions of the students' home environment, reading habits, and work, school, CSE, and community experiences; and (3) the evaluation of CSE's curriculum, the administration, psychological tests and counseling effectiveness, work experience, cost, value in career selection, and interest both initial and in repeating the program. Separate questionnaires were developed for each respondent category (present and former students, CSA's, school administration, and community employers), describing the school program, and reporting the various test data relating to both present and former students. All categories felt favorable toward the CSE program--its greatest strength was the benefits derived; its greatest weakness (minimal) was that it was somewhat boring and disorganized. (NQ)

ED 097135

BEST COPY AVAILABLE

AN EVALUATION OF CAREER SELECTION EDUCATION IN THIRTEEN PROJECT SCHOOLS OF THE WESTERN STATES SMALL SCHOOLS PROJECT

1965-1968

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

By

Dr. John R. Cragun
Utah State University

and

Dr. Eugene C. Kartchner
Utah State University

RC 008 133

Western States Small Schools Project
Nevada State Department of Education
Carson City, Nevada

September 1969

TABLE OF CONTENTS

Page

INTRODUCTION 1

Purpose of Report . . . .
Definition of Terms 4
Organization of Report 6

METHODOLOGY 7

Questionnaire Development 8
Distribution and Return of Questionnaires 9
Limitations of Study 14
Analysis 16

EVALUATIVE INFORMATION 18

CSE Curriculum 19
    Evaluation of the Program 19
    Community Occupational Experience and Work Simulation 25
    Field Trips 30
    Guest Speakers 34
    Interviews 37
    World of Work Class 40
    Reading and Studying 43
CSA and Administration of Program 47
Psychological Tests and Counseling Effectiveness 64
Work Experiences in Community 70
    Supervision Received 70
    Cooperation of Community Employers 71
    Value of Community Work Experience 71
Cost of the Program 83
Value of Program in Making Job Choices 85
Initial Interest and Interest in Repeating the Program 99
    Reasons for Participation & Feelings About Subsequent Participation 99
    Continuing the Program 100
Summary Evaluation 108
    Comparison Between Five Categories of Respondents 109
    Comparison Between Selected Subgroups of Present Students . . 116
    Value of the Program 124
Comments by Respondents 135
    Strengths of CSE Program 135
    Weaknesses of the CSE Program 141
    Problems Encountered in Implementing the CSE Program 147
    Cooperation Received From the Community 148
    Suggestions for Improvement 149

Page

DESCRIPTIVE INFORMATION 153

- General Information 156
- Home Environment 160
- Work Experiences 162
- Early Experiences (Other Than Work) 166
- Reading Habits. 169
- School Experiences 171
- CSE Program Experiences 174
- Community Cooperating Employer Information 179

SUMMARY AND CONCLUSIONS 182

LIST OF TABLES

Table		Page
1	Questionnaires Mailed and Returned	10
2	Evaluation of the activities of the CSE program which were considered most beneficial by the CSAs by the frequency of the ranks assigned to each activity (See TABLE 6)	20
3	Evaluation of the activities in the CSE program which were considered most beneficial by the present students by the frequency of response to the following evaluations (See TABLE 6)	20
4	Evaluation of the activities in the CSE program which were considered most beneficial by the former students by the frequency of response to the following evaluations (See TABLE 6)	22
5	Evaluation of the ranking of activities in the CSE program which were considered most interesting by the CSAs by frequency of the ranks assigned to each activity (See TABLE 7)	22
6	Summary of ranking (TABLES 2, 3 & 4). Ranking of activities by various groups of respondents according to the average perceived benefit. (The rankings were made by a forced ranking system with 1 as the highest rank and 7 or 8 as the lowest)	23
7	Ranking of activities by the CSAs according to their feelings of how interesting the activity was. Rankings were made by computing the average degree of interest shown.	24
8	Responses to statements by present and former students relative to occupational experience in the community	27
9	Feelings of the CSAs relative to increasing the number of occupations a student should investigate (See FIGURE 3)	27
10	Responses to statements by present and former students relative to field trips in the CSE curriculum	31
11	Responses by the CSA to a statement about field trips (See FIGURE 6)	31
12	Responses from present and former high school students relative to the value of the guest speaker activity in the CSE program (See FIGURE 7)	35
13	The CSAs evaluation of guest speakers in the CSE program (See FIGURE 8)	35
14	Responses from present and former high school students relative to the value of interviews used in the CSE program (See FIGURE 9) . . .	38

LIST OF TABLES (Continued)

Table Page

15 The CSAs impression about the value of interviews in the CSE program (See FIGURE 10) 38

16 Responses from present and former high school students relative to the help given by the World of Work Course in the CSE program (See FIGURE 11) 41

17 The CSAs impression as to the value of the World of Work Course to the students (See FIGURE 12) 41

18 Responses from present and former high school students relative to the value of reading and studying about different occupations . . . 45

19 Responses by present and former students in evaluating certain characteristics of the CSAs 51

20 Evaluation of support received by the CSAs from the school administrators 54

21 The school administrators' feelings about the CSE program 57

22 Evaluation of cooperating helpfulness as between some component groups involved in the program 60

23 Evaluation of the CSAs own feelings of accomplishment in directing the CSE program (See FIGURE 26) 62

24 Opinion of CSAs as to the grade level felt best to start the CSE program (See FIGURE 27) 63

25 Responses by present and former students to a statement reflecting the usefulness of tests in facilitating better job decisions (See FIGURE 28) 66

26 Responses by CSAs to statement concerning the helpfulness of the various Psychological Instruments in counseling students occupationally (See FIGURE 29) 67

27 Average ranking of Psychological Instruments by CSAs 69

28 Responses of present and former students relative to the satisfaction with supervision while working in the community (See FIGURE 30). . 74

29 Responses of present and former students relative to the helpfulness of the Community Cooperating Employer and value of the on-the-job training (See FIGURE 31) 75

30 Responses by CSAs to statements concerning the role of the Community Cooperating Employers in learning job skills 76

LIST OF TABLES (Continued)

Table | Page

31 Responses of School Administrators relative to the willingness of people within the community to provide work experience 78

32 Responses by CSAs to statements concerning the value of work experiences in the community 79

33 Responses by Community Cooperating Employers to statements concerning the benefits derived by the employers 81

34 Responses to statements concerning the benefits derived in relation to the various cost involved 84

35 Perceptions of present and former students of the degree to which they have been helped or in the future will be helped in certain areas by the CSE program 89

36 Responses to statements by present and former students pertaining to the influence of the CSE program in making job choices 90

37 Responses to questions concerning additional effort required by high school in preparing students for the future (See FIGURE 48) . 96

38 Usefulness of classroom activities in helping make intelligent career decisions as viewed by CSAs (See FIGURE 49) 96

39 Feelings of School Administrators about the value of the CSE program in broadening students background about the "World of Work" 98

40 Reasons why former students participated in CSE program and feelings about subsequent participation 101

41 Responses of present and former students relative to interest if program were repeated (See FIGURE 52) 101

42 Reasons why present students participated in CSE program and feelings about subsequent participation 104

43 Feelings as to whether the CSE program should be continued (See FIGURE 55) 106

44 Means of responses on a seven point scale to by-polar adjectives describing aspects of the CSE programs and an overall mean for present students, former students, career selection agents, school administrators, and Community Cooperating Employers 110

LIST OF TABLES (Continued)

Table Page

45 Intercorrelation matrix (Spearman Rank Order Correlation Coefficients*) between the five categories of respondents based on the mean values associated with the seven bi-polar adjectives describing aspects of the CSE program 113

46 Ranking of the various attitudinal dimension pertaining to the CSE program for five categories of respondents based on Magnitude of mean scale values 114

47 Summary of subgroup comparisons of present students, to include the TABLE in which detailed results are summarized, the basis for grouping, the subgroup designations, the overall average (or mean) for each subgroup, and the difference between the overall average indices for each comparison 135

48 A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of present students split on the basis of, reasons for participating in the program 125

49 A comparison of means of responses on seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of present students split on the basis of the extent to which parents read to them as a child 125

50 A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program, and an overall mean for two groups of present students split on the basis of the number of hours the mother is employed outside of the home. 126

51 A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of present students split on basis of work status. 126

52 A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of present students split on the basis of grade. 127

53 A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program, and an overall mean for two groups of students split on the basis of how many books were around the house when they were growing up . . 127

54 A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program, and an overall mean for two groups of present students split on the basis of sex 128

LIST OF TABLES (Continued)

Table Page

55 A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program, and an overall mean for two groups of present students split on the basis of the highest grade attended by father. 128

56 A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of students split on the basis of number of magazines or periodicals read 129

57 A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of students split on basis of number of states in which students have lived or visited 129

58 A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of present students split on the basis of extent of newspaper reading 130

59 A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program, and an overall mean for two groups of present students split on the basis of the number of brothers and sisters 130

60 A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program, and an overall mean for two groups of students split on basis of number of different cities, towns, or townships lived in since starting school 131

61 Responses of present and former students to statements reflecting value of program generally 131

62 Responses to statements by the Community Cooperating Employers reflecting value of the program generally 133

63 General descriptive information pertaining to present students. . . 156

64 General descriptive information pertaining to former students . . . 157

65 General descriptive information pertaining to Career Selection Agents 158

66 Information pertaining to the home situation of present and former students 160

67 Information pertaining to work experiences of present students . . 162

68 Information pertaining to work experiences of former students . . . 163

LIST OF TABLES (Continued)

Table | Page

69 Information pertaining to early experiences (other than work) of present and former students 166

70 Information pertaining to reading habits of present and former students 169

71 Information pertaining to school experiences of present and former students 171

72 Courses taken by present and former students and an indication of whether courses were required or taken as electives 173

73 Information pertaining to CSE program experiences by present and former students 174

74 Involvement of present and former students in various CSE related activities 175

75 Information pertaining to the CSE program in the school 176

76 A comparison of two previous years with respect to the number of field trips, guest speakers, and films and film strips 178

77 Information pertaining to work experience in the community as part of the CSE program reported by Community Cooperating Employers . . 179

LIST OF ILLUSTRATIONS

Figure | Page

1 Relative frequencies of responses by present and former students to the statement, "Exploratory on-the-job experience was an effective means of learning about a specific occupation 28

2 Relative frequencies of responses by present and former students to the statement, "On-the-job training in the community helped me learn a useful skill." (See TABLE 8B) 28

3 Relative frequencies of responses by CSAs to the statement, "Next year I would increase the number of different occupations a student could investigate." (See TABLE 9) 29

4 Relative frequencies of responses by present and former students to the statement, "Field trips were helpful in learning about different occupations." (See TABLE 10A) 32

5 Relative frequencies of responses by present and former students to the statement, "The program would have been better if we had taken more field trips to study different occupational opportunities." (See TABLE 10B) 32

6 Relative frequencies of responses by CSAs to the statement, "I think we need more field trips to a greater variety of places." (See TABLE 11) 33

7 Relative frequencies of responses by present and former students to the statement, "The speakers I listened to were helpful in giving me information I didn't have about various jobs." (See TABLE 12) 36

8 Relative frequencies of responses by CSAs to the statement, "Guest speakers provide a valuable source of information about various jobs." (See TABLE 13) 36

9 Relative frequencies of responses by present and former students to the statement, "The interviews I had with people in different occupations taught me things I didn't know before." (See TABLE 14) 39

10 Relative frequencies of responses by CSAs to the statement, "Having interviews with people in different occupations seemed to be a good way for students to learn about an occupation." (See TABLE 15) 39

11 Relative frequencies of responses by present and former students to the statement, "The World of Work class helped me become familiar with a vocation of my interest." (See TABLE 16) 42

LIST OF ILLUSTRATIONS (Continued)

Figure | Page

12 Relative frequencies of responses by CSAs to the statement, "I think the World of Work class was valuable to students in broadening their understanding of the World of Work." (See TABLE 17) 42

13 Relative frequencies of responses by present and former students to the statement, "Most of my time in the CSE program was spent reading and studying about different occupations." (See TABLE 18A) 46

14 Relative frequencies of responses by present and former students to the statement, "In my opinion we did too much reading and didn't have enough films, field trips, speakers, interviews, etc." (See TABLE 18B) 46

15 Relative frequency of responses by present and former students to the statement, "The CSA in my school was able to help me with information about different occupations." (See TABLE 19A) 52

16 Relative frequency of responses by present and former students to the statement, "The CSA in my school had a sincere desire to help me make a better career choice." (See TABLE 19B) 52

17 Relative frequency of responses by present and former students to the statement, "The CSA was able to start a program in our school that we had never had before." (See TABLE 19C) 53

18 Relative frequencies of responses by the CSAs to the statement, "For the most part, materials are available to conduct a good CSE program in my school." (See TABLE 20A) 55

19 Relative frequencies of responses by the CSAs to the statement, "I need more time to prepare materials for students to use their research of specific occupations." (See TABLE 20B) 55

20 Relative frequencies of responses by the CSAs to the statement, "My principal has supported me in most of the things I have tried to do." (See TABLE 20C) 56

21 Relative frequencies of responses by the School Administrators to the statement, "The CSA in my school has a good background for helping students learn about different careers." (See TABLE 21A) 58

22 Relative frequencies of responses by the School Administrators to the statement, "I intend to increase materials available to the CSA for conducting the CSE program". (See TABLE 21B) 58

LIST OF ILLUSTRATIONS (Continued)

Figure Page

23 Relative frequencies of responses by the School Administrators to the statement, "My administrative duties kept me from being as familiar with the CSE program as I would like to have been." (See TABLE 21C) 59

24 Relative frequencies of responses by Community Cooperating Employers to the statement, "I should have received more help from the High School Counselor (Career Selection Agent)." (See TABLE 22A) 61

25 Relative frequencies of responses by the CSAs to the statement, "The help received from the WSSSP central office has been adequate in setting up the CSE program." (See TABLE 22B) 61

26 Relative frequencies of responses by the CSAs to the statement, "The CSE program has been a good experience for me because I feel I am helping students make more intelligent decisions." (See TABLE 23) 62

27 Relative frequencies of responses by CSAs to the question, "In your opinion, at which grade level do you feel it best to start the CSE program?" (See TABLE 24) 63

28 Relative frequencies of responses to the statement, "The ability and interest tests I took gave me information about myself that helped me make better decisions about different jobs." (See TABLE 25) 66

29 Relative frequency of responses by CSAs to the statement, "The ________ was helpful to me in counseling students occupationally." (See TABLE 26) 68

30 Relative frequencies of responses by present and former students to the statement, "I was satisfied with the supervision I had while working in the community as part of my CSE training." (See TABLE 28) 74

31 Relative frequency of responses by present and former students to the statement, "Most of the time the Community Cooperating Employers were helpful and made the on-the-job training a valuable experience. (See TABLE 29) 75

32 Relative frequencies of responses by CSAs to the statement, "The Community Cooperating Employers have been helpful in helping students learn specific skills." (See TABLE 30A) 77

33 Relative frequencies of responses by CSAs to the statement, "The Community Cooperating Employers should have spent more time teaching the student the skills of the trade." (See TABLE 30B) . . . 77

LIST OF ILLUSTRATIONS (Continued)

Figure | Page

34 Relative frequency of responses by CSAs to the statement, "Placing students in the work community to learn about jobs, helps them decide which occupation to pursue after they graduate." (See TABLE 32A) 80

35 Relative frequency of responses by CSAs to the statement, "Those students who spend time in the work community as part of the CSE program make better occupational and career decisions than do those who do not have this experience." (See TABLE 32B) 80

36 Relative frequency of responses by CSAs to the statement, "Students placed in the community for on-the-job training have learned the specific skills relating to that job." (See TABLE 32C) 80

37 Relative frequency of responses by Community Cooperating Employers to the statement, "The program was not financially beneficial to me." (See TABLE 33A) 82

38 Relative frequency of responses by Community Cooperating Employers to the statement, "My contribution was more of a service to the community rather than beneficial to me." (See TABLE 33B) 82

39 Relative frequency of responses by Community Cooperating Employers to the statement, "The students I had in CSE were dependable." (See TABLE 33C) 82

40 Relative frequency of responses by former and present students to the statement, "Because of my experiences I can make more sensible job choices." (See TABLE 36A) 92

41 Relative frequency of responses by former and present students to the statement, "I would recommend that CSE program to any student because of the value in helping make career choices." (See TABLE 36B) 92

42 Relative frequency of responses by former and present students to the statement, "Through the CSE program I have learned enough about a specific occupation that I think I will follow through with training in that (this) area." (See TABLE 36C) 93

43 Relative frequency of responses by former students to the statement, "In looking back I believe that the CSE program was of benefit to me in deciding what to do after leaving high school." (See TABLE 36D) 93

44 Relative frequency of responses by former students to the statement "The CSE program helped me find my 1st job after leaving high school." (See TABLE 36E) 94

LIST OF ILLUSTRATIONS (Continued)

Figure Page

45 Relative frequency of responses by present and former students to the statement, "The CSE program has caused me to change my mind about the occupation I want (wanted) to enter." (See TABLE 36F) 94

46 Relative frequency of responses by present students to the question, "If you have made any change in your top three job choices to what extent have your experiences in the CSE program contributed to this choice." (See TABLE 36G) 95

47 Relative frequency of responses by former students to the question, "If any of your choices above are different from your choices before starting the CSE program to what extent did your experience in the CSE program contribute to this change?" (See TABLE 36H) . . 95

48 Relative frequencies of responses by present and former students to the statement, "The CSE program in my high school should do more than it is already doing to prepare us for the future." (See TABLE 37) 97

49 Relative frequencies of responses to the statement, "Those students who have explored different kinds of occupations in the classroom, through films, speakers, special reports, etc. have been able to make more intelligent career decisions." (See TABLE 38) 97

50 Relative frequency of responses by former students to the question, "When in high school why did you participate in the CSE program?" (See TABLE 40A) 102

51 Relative frequency of responses by former students to the question, "Knowing what you do about the CSE program, if you had it to do all over again would you participate in the CSE program?(See TABLE 40B) 102

52 Relative frequency of responses by former and present students to the statement, "If I had it to do all over again I would take more interest in the CSE program." (See TABLE 41) 103

53 Relative frequency of responses by the former students to the question, "Why did you participate in the CSE program?" (See TABLE 42A) 105

54 Relative frequency of responses by former students to the question, "If you indicated in the previous question that you were required to participate how would you feel another time if you had a choice now that you know what it is all about?" (See TABLE 42B) 105

55 Relative frequency of responses by School Administrators, Career Selection Agents, and Community Cooperating Employers to the general statement, "I would like to see the program continued next year." (See TABLE 43) 107

LIST OF ILLUSTRATIONS (Continued)

Figure Page

56 Relative frequency of responses by present and former students to the statement, "Most of my friends liked the CSE program." (See TABLE 60A) 132

57 Relative frequency of responses by present and former students to the statement, "All things considered I feel that the CSE program is a worthwhile program." (See TABLE 60B) 132

58 Relative frequency of responses by Community Cooperating Employers to the statement, "The program was beneficial to the student." (See TABLE 61A) 134

59 Relative frequency of responses by Community Cooperating Employers to the statement, "If I had job openings for the students I had in the CSE program I would hire most of them." (See TABLE 61B) . . 134

INTRODUCTION

The Western States Small Schools Project (WSSSP) is an independent organization formed by five cooperating state educational agencies: Arizona, Colorado, Nevada, New Mexico, and Utah. The WSSSP is committed to the improvement of educational programs in small, rural communities and is financed by a combination of funds from the Ford Foundation, the five state agencies, the U.S. Office of Education and participating school districts.

The WSSSP has sought to provide leadership for the development of quality instructional programs that are appropriate to the small school, and in pursuit of this goal has identified many problems which restrict the small school in its efforts. Early it found ample evidence that the content of the rural school curriculum lagged far behind the needs of the student. Careful studies (Zeisel, 1963, Iwamoto, 1963, Swanson, 1963) had found this curriculum to be college oriented and generally lacking in opportunities for occupational preparation. The need for improved career preparation in small high schools became apparent. The importance of generalizable vocational capabilities in a continually changing occupational market, the need for some basis in experience for career choices, and the limited resources of small schools strongly recommended a curriculum in those schools which emphasized the development of capabilities known to be useful in a wide variety of occupations and the provision of at least exploratory experiences in occupationally relevant tasks. Therefore, WSSSP developed a program designed to provide students in small high school with vocational education with a curriculum based on this rationale. This program, called Career Selection Education (CSE), was to provide the student with:

1. Knowledge about self.
2. Information about broad occupational groupings, families of related jobs and individual jobs.
3. Basic knowledge about the institution and dynamics of society which generate, define, and lend meaning to occupation.
4. Practice in career planning.
5. Knowledge and skills useful in a wide variety of occupations and which are integrated deeply with other areas of the curriculum.
6. Opportunities for training in entry skills for specific occupations.

To implement this curriculum, a variety of strategies were used, including, the full utilization of community resources, imaginative application of new educational technology, appropriate instructional procedures, new kinds of instructional materials, and a new kind of staff member, the Career Selection Agent (CSA), with major responsibility for the program.

The Career Selection Education program was incorporated in a proposal submitted to the Ford Foundation in April of 1965. The proposal was funded by the Ford Foundation and the program instituted in thirteen project schools in the five states during the 1965-66 school year. The CSE projects were operational as WSSSP projects until August 31, 1968 when the funding period ended. Since that time the programs have been continued at local district expense.

Purpose of Report

The purpose of this report is as follows:

1. To report opinions of students, school administrators, Career Selection Agents (CSA), and employers within the community.
2. To provide information describing those students participating in the CSE program: information pertaining to the home environment, work experiences, early experiences (other than work), reading habits, school experiences, CSE program experiences, and community work experience.
3. To evaluate the CSE program generally: the CSE curriculum, the CSA and the administration of the program, psychological tests and counseling effectiveness, work experiences within the community, cost of the program, value of the program in making job choices, initial interest and interest in repeating the program. Comments submitted by respondents are also summarized.
4. To provide a basis for recommending changes in the CSE program and to the development of the Integrated Career Development Curriculum program.

Definition of Terms

CSA - Career Selection Agent: A person within the participating high school assuming primary responsibility for the program with the school.

CSE Program - Career Selection Education Program: The program designed to provide individualized programs of career selection and career development.

Community Cooperating Employer: Employers within or near the community who participated in the CSE program by providing meaningful work orientation and on-the-job training for high school students.

Former Student: Students who are no longer in high school but who had been involved in the program at one time or another while in school.

GATB - General Aptitude Test Battery: A battery of nine tests measuring aptitudes in the following areas: verbal aptitude, numerical aptitude, spatial aptitude; form perception, clerical perception, motor coordination, finger dexterity, manual dexterity, and general learning ability.

Kuder Preference Record: An interest test providing a profile showing relative interests in the following ten broad areas: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical.

*Occupational Information Inventory: A questionnaire designed to measure knowledge of wages, attitudes, temperaments, and interests of the most frequently entered jobs (20 jobs for boys, 15 jobs for girls) by non-college bound high school students. The purpose of the inventory is to aid in the counseling process by providing the CSA information regarding the accuracy of a student's knowledge about the jobs included in the inventory.

Present Students: Students presently in high school and who at one time or another participated in the program.

School Administrator: The principal in the high school.

*Skill Inventory: An instrument designed to measure a student's self-perception of his skills related to the aptitude areas included in the General Aptitude Test Battery. The purpose of the inventory is to permit the Career Selection Agent (CSA) to compare the pupil's self-perception of his aptitudes as measured by this inventory with his aptitude scores obtained on the GATB.

WSSSP - Western States Small Schools Project: The project title under which the CSE program is sponsored.

*These instruments were developed specifically for the Western States Small schools project. Information concerning them can be obtained by writing to Western States Small Schools Project, % Utah State Board of Education, 1670 University Club Building, 136 East South Temple, Salt Lake City, Utah 84111

Organization of the Report

The report consists of four major sections, organized in the following sequence: methodology, evaluative information, descriptive information, and summary and conclusions.

The placement of two of these sections warrants special comment. A great deal of descriptive information was obtained about the program and the various categories of respondents. This information has been placed in tabular form and is largely self explanatory to the reader. The information is, in general, supplementary to the evaluative information obtained about the program. For these two reasons the descriptive information section has been placed behind the evaluation section. If the reader is not familiar with the structure of the CSE program generally it may be to his advantage to refer to that part of the descriptive information section concerned with experiences in the CSE program. Such reference may assist in understanding the CSE program, the characteristics of the program, its participants, and in reviewing the evaluation section.

All of the results have been summarized in TABLES and FIGURES within the text. In addition to the written text the reader is strongly encouraged to **carefully review** the several TABLES and FIGURES as additional significant information is contained therein.

METHODOLOGY

Questionnaires served as the basis for the information contained within this report. All persons directly concerned with the project received a survey questionnaire to complete. There were five different categories of respondents. These are:

1. Present Students
2. Former Students
3. Career Selection Agents (CSAs)
4. School Administration
5. Community Cooperating Employers

Thirteen schools were involved; namely, Bryce Valley, Cloudcroft, De Beque, Escalante, Fredonia, Haxtun, Kanab, Meeker, Patagonia, Sahuarita, Tonopah, Virgin Valley, and Weed.

Questionnaire Development

Separate questionnaires were developed for each of the five categories of respondents. In addition, two other questionnaires, completed by the CSA, were prepared. One describes the program in the school and the other is a report of the various test data relating to the students, both present and former.

All questionnaires were first prepared in draft form. The CSAs at each of the schools were contacted personally and each questionnaire was reviewed. Suggestions received from the CSAs were incorporated into the appropriate questionnaire and the final questionnaire was prepared for distribution.

Copies of the completed questionnaires are included as appendices A - G to this report.

A review of the questionnaires will reveal that attitudes were sampled using a variety of questions within each questionnaire. In order to compare the attitudes of the various categories of respondents several of the questions in each of the different questionnaires are similar.

Distribution and Return of Questionnaires

All questionnaires were mailed to the CSAs at the various high schools who administered or distributed them to the respondents. Instructions were provided as to the disposition of each questionnaire. These instructions are included as appendix G.

The number of questionnaires distributed and returned is summarized in TABLE 1 which follows:

BEST COPY AVAILABLE

TABLE 1. Questionnaires Mailed and Returned

High School	Present Student		Former Student		Career Selection Agent		School Administrator		Community Cooperating Employer		School Program		Test Data	
	Sent	Ret.	Sent	Ret.	Sent	Ret.*	Sent	Ret.*	Sent	Ret.*	Sent	Ret.*	Sent	Ret.
Bryce Valley	61	61	25	1	1	-	1	-	-	-	1	-	86	-
Cloudcroft	12	12	10	-	1	-	1	-	-	-	1	-	22	14
De Beque	30	25	20	13	1	-	1	-	-	-	1	-	50	36
Escalante	17	17	28	14	1	-	1	-	-	-	1	-	45	-
Fredonia	50	43	20	4	1	-	1	-	-	-	1	-	70	-
Haxtun	12	11	31	20	1	-	1	-	-	-	1	-	43	-
Kanab	36	33	34	-	1	-	1	-	-	-	1	-	70	6
Meeker	30	26	12	2	1	-	1	-	-	-	1	-	42	23
Patagonia	115	-	25	-	1	-	1	-	-	-	1	-	140	-
Sahuarita	75	-	0	-	1	-	1	-	-	-	1	-	75	-
Tonopah	30	29	8	5	1	-	1	-	-	-	1	-	38	15
Virgin Valley	25	21	40	-	1	-	1	-	-	-	1	-	65	20
Weed	10	3	10	8	1	-	1	-	-	-	1	-	20	1
Undesignated				1										
TOTALS	503	280	263	68	13	9	13	8	181	75	13	9	745	115
PERCENT RETURNED	-	56	-	26	-	69	-	62	-	41	-	69	-	15

* Only totals returned are listed in each of these categories since it was deemed undesirable to identify responses or lack of responses from individual schools.

A review of TABLE 1 reveals that of the total number of questionnaires mailed to the CSAs for administration to present students, only 56% were returned. It should be noted, however, that two schools did not return any questionnaires and thus the large proportion of the non-responses resulted from these two completely non-respondent blocks of the population. If the percentage of returns were based on the number of schools that administered and returned the questionnaires, the percentage of responses for the present students is 89.4%. The number of questionnaires sent to each school was the number indicated by each school as being needed. It is not known whether the number requested by the school represents that number actually needed, or whether it included one or more surplus questionnaires. To the extent that the latter is true, the percentage of returns indicated would be more conservative than what is reported above.

The question arises as to the amount and kind of non-response bias that might exist in the data. The survey was intended to be a census rather than a structured random sample. If the data can be considered to be a census, then the data may be presented in narrative, and various descriptive forms, indicating the actual nature of the population. On the other hand, if the data is a properly constructed sample then various statistical techniques must be used to draw inferences about the nature of the population, using the sample data as its basis. When such sampling techniques are used to collect data, non-responses can have a significant effect on the accuracy and reliability of the inference, if the non-responses result from actual biases felt by the respondent toward the survey. In the present study, the responses constitute a virtual census except for the complete non-response of the two larger schools. It is felt that the large proportion of non-responses resulting from these two schools returning no information at all is less likely to have resulted from some bias on the part of the respondents toward the survey than might have been true if this same proportion of non-respondents had been uniformily distributed throughout all the schools.

The data was, therefore, treated as census data and the information derived therefrom is presented in narrative and descriptive form. In so far as the eleven reporting schools are concerned, the data is virtually a census, and the report represents the information on these eleven schools. If it can be assumed that the other two (non-reporting) schools were not significantly different from all the other schools with respect to the type of CSE program offered, the characteristics of the present students involved and the orientation of the CSAs and school administrators, then the information presented in this report can be considered to be applicable to the entire program. If this assumption does not hold, then the report applies only to the eleven reporting schools.

The above reasoning cannot be applied to the non-responses in the former student and community cooperating employers data. In these cases the former students and employers could elect to either fill out the questionnaire and return it, or not, as they saw fit. Again, a large block of non-responses resulted from a complete lack of returns from former students from five of the thirteen schools, but this time substantial non-responses were also found in the schools from which returns were received. Therefore, non-response bias may very well exist in the evaluation of the program by the former students. Because there was no way to control, or determine to what extent non-response was due to the inability of the CSAs to get the questionnaires into the hands of former students, it is not possible to evaluate the type, or significance, of any non-response bias that might exist in the data. The sample of former students is not a statistically random sample, and, therefore, inferential statistical processes cannot justifiably be applied to the data. The data is reported as received and represents the perceptions and feelings about the program by those former students who did complete and return the questionnaire. The same is true of the Community Cooperating Employers.

In the case of the CSAs and school administrators, non-responses could have some effect on the reliability of the information presented because of the very small size of the populations to begin with. Nine of the thirteen CSAs returned their questionnaires as did eight of the thirteen school administrators. Again, if the assumption of a fair degree of uniformity in the various programs, and the orientations of the CSAs and the administrators, holds, then the reported information presents the characteristics of the program as seen by these two groups in total. If the assumption does not hold then the reported information represents the feelings and attitudes of the eight or nine respondents who did return their questionnaires.

Questionnaires requesting test data from the psychological instruments used in counseling were not returned in adequate numbers to be of any use. Only fifteen percent were returned and, on most of these, the information was incomplete, thus making any of the planned analyses impossible. It would appear that records of test data were not kept by the schools in any organized manner.

Limitations of Study

It should be noted that the evaluative information which follows is judgmental in nature. That is, it relies almost entirely upon the opinions and attitudes of the respondents. This report does not, then, evaluate the CSE program by using a controlled study to measure the gains resulting from experiences in the program. At the same time, however, it should be recognized that attitudes and opinions are of considerable importance and do constitute a meaningful aspect of an evaluation of such a program as this.

Problems of non-response have been discussed in the previous section, but a few more comments might be warranted. In a project of this type the frame of reference needs to shift somewhat from the typical problems resulting from questionnaire non-response. In determining the value of a program such as the CSE program, one can place considerable emphasis on the responses of those who returned questionnaires. If the responses are sufficiently favorable to conclude that the benefits derived more than offset the cost, then the value of the program can be justified. Such a conclusion could be justified even if all of the non-respondents were totally negative. Such, however, is highly unlikely in this case. In fact, it could be argued that non-respondents are more likely to be indifferent, as opposed to being strongly negative. In comparing the responses of former students with the responses of present students to certain questions, the consistency between the two groups is striking. Such agreements would probably argue against significant distortion because of non-response bias.

It will be noted that the present and former student questionnaires are quite long. The length is likely to have had some influence on the non-response, primarily with the former students. In the case of the present students, length would be less of a factor because the instrument was administered during the school hours.

It is difficult to know for certain how accurate the responses are; however, after reviewing several of the questionnaires in their entirety it is felt in general that the responses are accurate. Perhaps the one exception would be with some of the "present students." A review of some of their comments revealed that they dislike completing questionnaires. While this in and of itself does not mean inaccurate responses will be given, it does suggest that such is more likely in a controlled testing situation where the student is "required" to complete the questionnaire. Accuracy with former students does not appear to be an issue. These individuals would likely just fail to respond rather than to take the time and deliberately falsify their answers. In general, it is felt the inaccuracy of response is not a problem. However, if such in fact existed, it should be noted that the nature of the project would suggest that the distortion would be in the negative direction; and the results obtained would be conservative and would tend to reflect a less positive position than actually is the case.

Analysis

In reading the results of the survey the reader should be aware of several points.

As discussed previously, it has been assumed that the subjects surveyed represent a census rather than a sample. Therefore, descriptive statistics have been used in reporting results, with the majority of results being presented in terms of percentages and means.

If one compares the results summarized within this report with the information requested in the various questionnaires it will be obvious that not all of the ramifications of the information available has been considered. However, hopefully the major and more obvious issues have been treated.

In spite of the attempt to refine all questions prior to the actual administration, some of the questions were subsequently shown to be inadequate when considered in light of the responses obtained. The responses to these questions have not been included in this report.

It will be noted that most of the attitudinal questions included the alternative "Not Applicable." In the analysis of such questions those responding NA were eliminated from the analysis of that question, as were those who did not respond. Thus, only the responses of those who felt qualified to make a judgment were used. As a result, when reviewing the TABLES, the reader will recognize that the total number replying to the different questions will vary.

It should also be noted that in some instances percentages do not total to 100%. This is due to rounding.

Several of the items within the questionnaire required the respondent to indicate whether he Strongly Agreed, Agreed, had No Opinion, Disagreed, or Strongly Disagreed with the statement. In the preparation of the figures a letter code representing the feeling-response have been used rather than writing the words out. These are as follows:

SA - Strongly Agree
A - Agree
NO - No Opinion
D - Disagree
SD - Strongly Disagree

Several of the tables have subparts (A, B, C, D, etc.). In referring to a specific subpart in the text or in cross-referencing tables and figures, a combination of the subpart designation together along with the table number have been used. (Example: TABLE 30B refers to part B of TABLE 30.)

EVALUATIVE INFORMATION

This section of the report presents an evaluation of several aspects of the CSE program. Areas covered include the CSE curriculum, the CSA and administration of the program, psychological tests and counseling effectiveness, work experiences in the community, cost of the program, the value of the program in making job choices, initial interest and interest in repeating the program, a summary evaluation, and responses to open-ended questions completed by the respondents.

CSE Curriculum

Evaluation of the Program

In general, the present and former student participants, and the CSAs all feel that Field Trips, Work Experience, and Guest Speakers are more beneficial and interesting than are such activities as Films and Film Strips, Interviews, Records and Tapes, and Programmed Materials. The World of Work course was considered only by CSAs but tended to fall between these two other general classifications of activities. (See TABLES 2, 3, 4, and 5 for details, and TABLE 6 and 7 for the summary).

In looking at the evaluation of the specific activities of Field Trips, Guest Speakers, and On-the-Job Experience the above observation is substantiated. All of these activities were very much approved of by present and former students, and were felt by the CSAs to be both beneficial and interesting. In each case there were very few individuals indicating any disagreement with the statements reflecting the perceived merits of each of these activities.

The former students ranked Guest Speakers substantially lower than did the present students and the CSAs. However, it is possible they were recalling Guest Speakers and Interviews as being somewhat the same, and they ranked interviews higher and in the same general group as Field Trips and Work Experience. Another possible explanation is that active participation in an activity such as a field trip or a work experience stays with the participant longer than passive participation as would be the case in a guest lecture. It is also conceivable that as a function of program development there may have been some difference in the "quality" of speakers appearing before the two groups.

BEST COPY AVAILABLE

TABLE 2. Evaluation of the activities of the CSE program which were considered most beneficial by the CSAs by the frequency of the ranks assigned to each activity. (See TABLE 6)

Ranked Activities	Average Rank	Ranks							
		1	2	3	4	5	6	7	NA
Field Trips	2.11	4	3	-	1	1	-	-	-
Work Experience	2.38	5	-	1	1	-	-	1	1
Guest Speakers	2.67	2	2	3	1	1	-	-	-
World of Work Course	2.26	3	1	2	2	1	-	-	-
Films and Film Strips	3.78	2	-	2	1	2	2	-	-
Records and Tapes	4.78	-	2	1	-	2	2	2	-
Programmed Materials	4.86	-	1	-	2	1	2	1	2

TABLE 3. Evaluation of the activities in the CSE program which were considered most beneficial by the present students by the frequency of response to the following evaluations. (See TABLE 6)

Ranked Activities	Weighted Average Value	Evaluation			
		Helped a Lot	Helped Some	Didn't Help	Didn't Have Exp.
Work Experience	1.40	67	34	4	122
Guest Speakers	1.54	97	87	9	37
Interviews	1.61	71	70	11	70
Field Trips	1.65	64	78	11	74
Films and Film Strips	1.69	78	118	13	22
Simulated Experience	1.76	41	67	12	102
Programmed Materials	1.78	56	108	16	45
Records and Tapes	1.88	37	83	20	81

NOTE:

The weighted average value shown provides a measure of ranking the various activities and gives some indication of the relative importance of the activities. The weighted average figure was obtained by assigning a value of 1, 2, 3, for the value terms. "Helped a Lot", "Helped Some", "Didn't Help" respectively, and then weighting these values by the number of students responding to each measure of evaluation. To provide an example---the average value for "Work Experience" was calculated as follows:

$$\frac{(1 \times 67) + (2 \times 34) + (3 \times 4)}{67 + 34 + 4} = \frac{147}{105} = 1.40$$

The ranking that resulted can be easily justified, but one must be a bit careful in using the values as good measures of relative importance. If the assumption that there is an equal interval of "value" between the three evaluative measures, then the ratios of the numbers have meaning---if this assumption does not hold, then the explicit ratios between the numbers is not a reliable measure of relative value in the program.

BEST COPY AVAILABLE

TABLE 4. Evaluation of the activities in the CSE program which were considered most beneficial by the former students by the frequency of response to the following evaluations. (See TABLE 6)

Ranked Activities	Weighted Average Value	Evaluation			
		Helped a Lot	Helped Some	Didn't Help	Didn't Have Exp.
Work Experience	1.36	22	10	1	32
Field Trips	1.56	26	23	3	14
Interviews	1.60	21	25	2	18
Programmed Materials	1.67	24	29	5	8
Simulated Experience	1.71	14	21	3	28
Guest Speakers	1.77	13	22	4	26
Films and Film Strips	1.80	15	41	3	7
Records and Tapes	2.03	7	19	8	31

TABLE 5. Evaluation of the ranking of activities in the CSE program which were considered most interesting by the CSAs by frequency of the ranks assigned to each activity. (See TABLE 7)

Ranked Activities	Average Rank	Ranks							
		1	2	3	4	5	6	7	NA
Field Trips	1.78	5	3	-	-	1	-	-	-
Guest Speakers	2.44	1	5	2	-	1	-	-	-
Work Experience	2.75	4	-	1	2	-	-	1	1
World of Work Course	3.44	2	-	3	2	1	-	1	-
Films and Film Strips	3.89	1	1	1	2	3	1	-	-
Records and Tapes	4.50	1	-	-	2	3	2	-	1
Programmed Materials	5.14	-	-	1	1	2	2	1	2

TABLE 6. Summary of ranking (TABLES 2., 3., and 4.). Ranking of activities by various groups of respondents according to the average perceived benefit. (The rankings were made by a forced ranking system with 1 as the highest rank and 7 or 8 as the lowest.)

Activity	Average Ranking
By Career Selection Agents	
Field Trips	2.11
Work Experience	2.38
Guest Speakers	2.57
World of Work Class	2.67
Films and Film Strips	3.78
Records and Tapes	4.78
Programmed Materials	4.86
By Present Students	
Work Experience	1.40
Guest Speakers	1.54
Interviews	1.62
Field Trips	1.65
Films and Film Strips	1.69
Simulated Experience	1.76
Programmed Materials	1.78
Records and Tapes	1.88
By Former Students	
Work Experience	1.36
Field Trips	1.56
Interviews	1.60
Programmed Materials	1.67
Simulated Experience	1.74
Guest Speakers	1.77
Films and Film Strips	1.80
Records and Tapes	2.03

BEST COPY AVAILABLE

TABLE 7. Ranking of activities by the CSA s according to their feelings of how interesting the activity was. Rankings were made by computing the average degree of interest shown.

Activity	Average Ranking
Field Trips	1.78
Guest Speakers	2.44
Work Experience	2.75
World of Work Class	3.44
Films and Film Strips	3.89
Records and Tapes	4.50
Programmed Materials	5.14

Community Occupational Experience and Work Simulation

Both the present students and the former students were in agreement (69% and 78% respectively) that on-the-job experience was helpful in learning a skill. In addition 74% of the present students and 86% of the former students either agreed or strongly agreed that the experience was useful in learning about an occupation. (see TABLE 8 and FIGURES 1 and 2).

It should be noted that these are the feelings of the students who participated in this activity. There were a relatively large number of the total students who indicated that this question was not applicable to them. If this is interpreted to mean that they did not have any community work experience as part of the program, it follows that there were a large number of students that did not have this experience. The proportions of students who did not have work experience were about 39% of the present students, and about 44% of the former students. Because work experience was ranked so highly by those participating it would appear that this might be an area that could stand improvement in the CSE program. The improvement would take the form of making work experience available to a larger proportion of the students in the program. While former students tended to approve of this activity more strongly than the present students, both as a device for learning a skill and as a pedagogical tool for learning about different occupations, both groups responded positively to the experience.

The CSAs ranked Work Experience as second and third respectively as far as benefit and interest were concerned (TABLE 6 and 7). At the same time 62% of the CSAs feel that in subsequent years the number of different occupations a student should be able to investigate should be increased (see TABLE 9 and FIGURE 3). It would appear reasonable to include in this additional effort increased attention to the community work experience dimension of the program.

Work simulation was not ranked very high by either present or former students (TABLE 6). It may be the case that if greater effort were made to make the work simulation a closer approximation of a true work experience such an effort could increase the opportunity for more students to participate in this kind of experience.

BEST COPY AVAILABLE

TABLE 8. Responses to statements by present and former students relative to occupational experience in the community.

	Present		Former	
	N	%	N	%
A. STATEMENT: Exploratory on-the-job experience was an effective means of learning about a specific occupation. (See FIGURE 1)				
Strongly Agree	50	33	15	36
Agree	61	41	21	50
No Opinion	34	23	4	9
Disagree	3	2	2	5
Strongly Disagree	1	1	0	0
	149	100	42	100
B. STATEMENT: On-the-job training in the community helped me learn a useful skill. (See FIGURE 2)				
Strongly Agree	51	37	15	40
Agree	44	32	14	38
No Opinion	37	27	6	16
Disagree	6	4	1	3
Strongly Disagree	1	0	1	3
	139	100	37	100

TABLE 9. Feelings of the CSAs relative to increasing the number of occupations a student should investigate. (See FIGURE 3)

	N	%
STATEMENT: Next year I would increase the number of different occupations a student could investigate.		
Strongly Agree	1	12
Agree	4	50
No Opinion	2	25
Disagree	1	13
Strongly Disagree	0	0

BEST COPY AVAILABLE

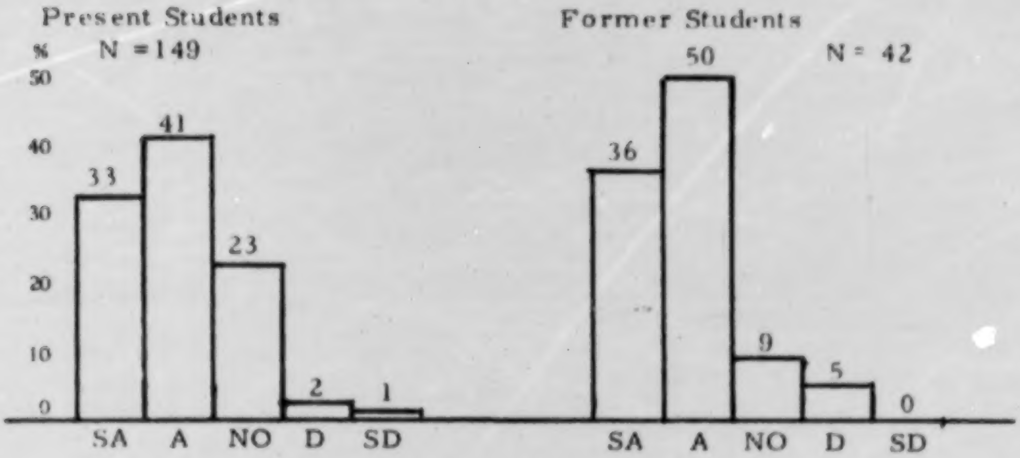


FIGURE 1. Relative frequencies of responses by present and former students to the statement,"Exploratory on-the-job experience was an effective means of learning about a specific occupation." (see Table 8A)

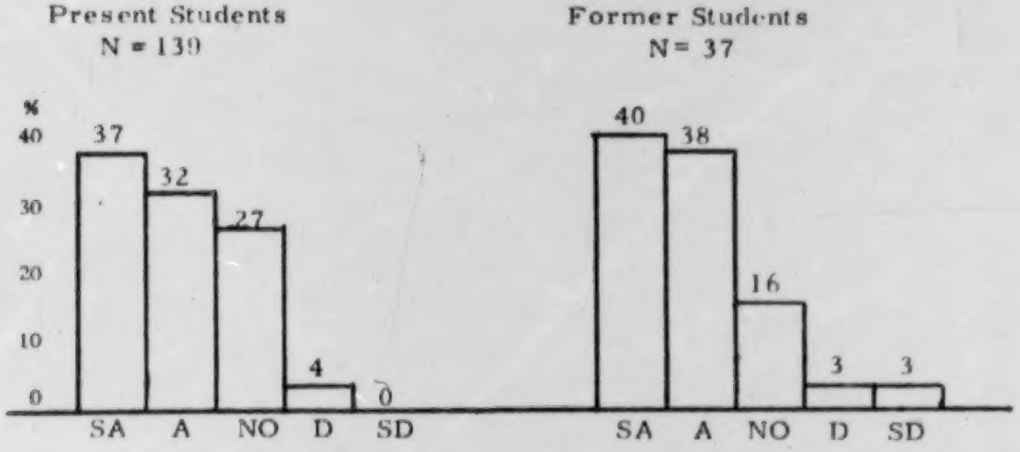


FIGURE 2. Relative frequencies of responses by present and former students to the statement, "On-the-job training in the community helped me learn a useful skill." (see Table 8B)

BEST COPY AVAILABLE

7

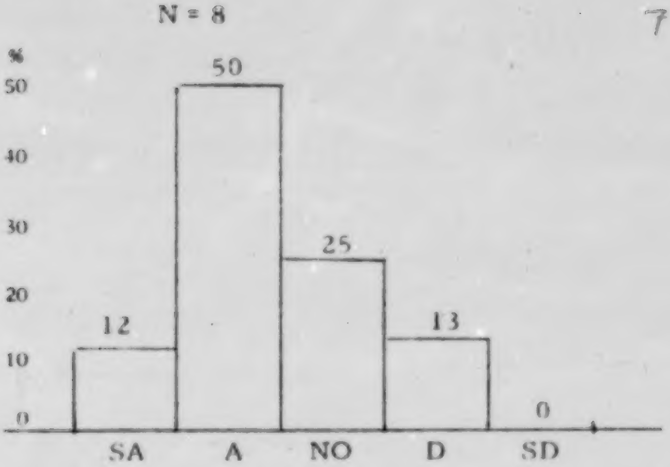


FIGURE 3. Relative frequencies of responses by CSAs to the statement, "Next year I would increase the number of different occupations a student could investigate." (see Table 9)

Field Trips

There is strong agreement that Field Trips were helpful in learning about different occupations. Ninety-one percent of the former students either agreed or strongly agreed in this regard. The present students were less emphatic with 79%, but still nevertheless a substantial percentage; only 3% disagreed to any degree. (see TABLE 10 and FIGURE 4 and 5).

When asked whether they felt that the program would be benefited by more field trips both groups were not as strong in their agreement as they were about them being helpful in the first place. Although it should be pointed out that the percentage for both groups in favor of more field trips is still substantial, 68% for former students and 70% for present students. This might suggest to a limited degree that while students agreed that field trips were helpful, there were some who felt there was generally enough of such field trips incorporated in the program. This attitude was particularly evident in the case of the former students who were in strong agreement about the usefulness of field trips but were generally in agreement (as opposed to strong agreement) that the program would have been better with more field trips.

The CSAs had strong feelings that their programs needed more field trips with greater variety. (see TABLE 11 and FIGURE 6) They felt equally as strong about the value of the field trips, and the World of Work course in helping the students to understand occupations in the world of work.

BEST COPY AVAILABLE

TABLE 10. Responses to statements by present and former students relative to field trips in the CSE curriculum.

	Present		Former	
	N	%	N	%
A. STATEMENT: Field trips were helpful in learning about different occupations. (See FIGURE 4)				
Strongly Agree	58	32	27	48
Agree	84	47	24	43
No Opinion	33	18	5	9
Disagree	4	2	0	0
Strongly Disagree	3	1	0	0
	182	100	56	100
B. STATEMENT: The program would have been better if we had taken more field trips to study different occupational opportunities. (See FIGURE 5)				
Strongly Agree	75	34	11	17
Agree	80	36	33	51
No Opinion	44	20	13	20
Disagree	19	9	8	12
Strongly Disagree	3	1	0	0
	221	100	65	100

TABLE 11. Responses by the CSA to a statement about field trips. (See FIGURE 6)

	N	%
STATEMENT: I think we need more field trips to a greater variety of places.		
Strongly Agree	5	63
Agree	3	37
No Opinion	0	0
Disagree	0	0
Strongly Disagree	0	0
	8	100

BEST COPY AVAILABLE

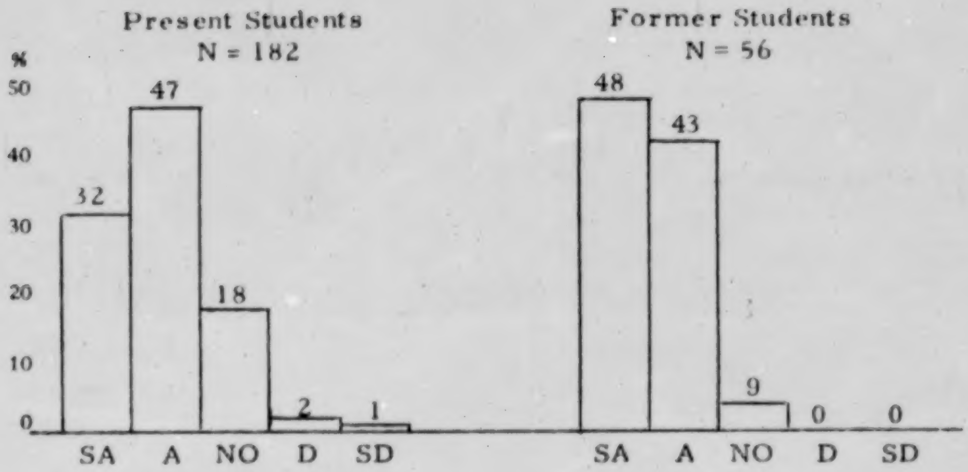


FIGURE 4. Relative frequencies of responses by present and former students to the statement, "Field trips were helpful in learning about different occupations." (See TABLE 10A)

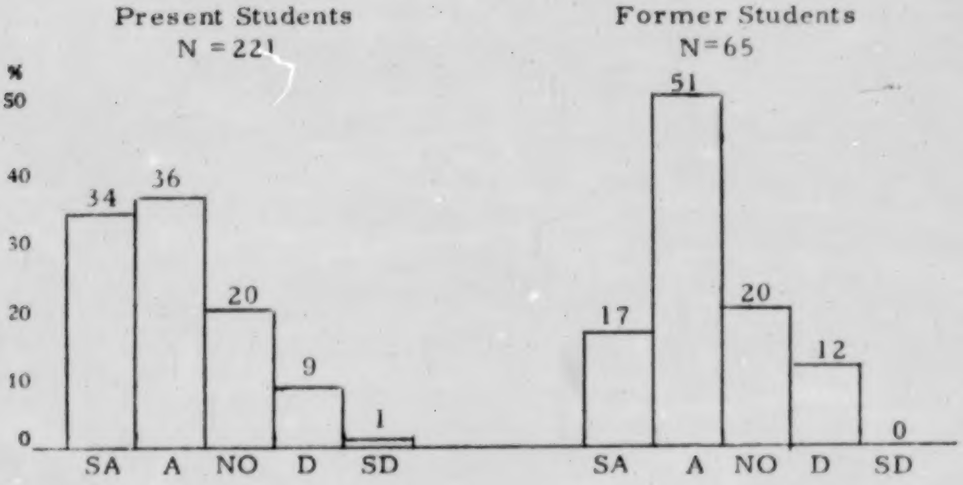


FIGURE 5. Relative frequencies of responses by present and former students to the statement, "The program would have been better if we had taken more field trips to study different occupational opportunities." (See TABLE 10B)

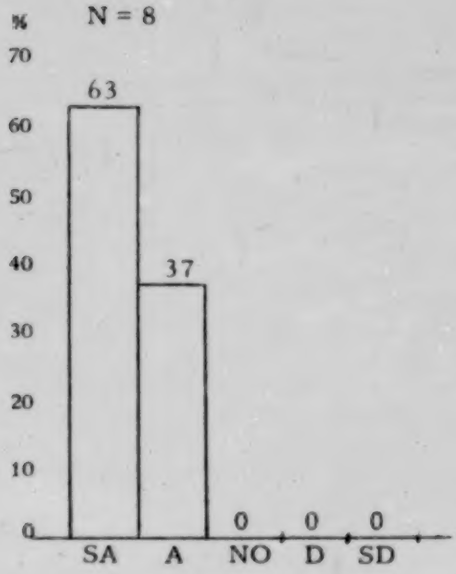


FIGURE 6. Relative frequencies of responses by CSAs to the statement, "I think we need more field trips to a greater variety of places." (See TABLE 11)

Guest Speakers

Present students, former students, and CSAs, in general, agree that guest speakers were helpful in providing information about jobs. (see TABLES 12 and 13, and FIGURES 7 and 8). Only 2% of the present students and 4% of the former students felt that speakers were not helpful while 84% of the present students and 73% of former students agreed or strongly agreed that this activity was helpful. Of the CSAs, 87% felt that guest speakers provided valuable information.

As was presented in a previous section, program activities were ranked according to their perceived benefit and interest (see TABLES 6 and 7). Guest speakers were ranked 3rd by the CSAs, 2nd by present students, and 6th by former students. Reasons for this disparity between present and former students have been discussed previously. However, in spite of a rank of six, former students were still in general agreement that speakers were valuable.

TABLE 12. Responses from present and former high school students relative to the value of the guest speaker activity in the CSE program. (See FIGURE 7)

STATEMENT: The speakers I listened to were helpful in giving me information I didn't have about various jobs.	Present		Former	
	N	%	N	%
Strongly Agree	47	22	7	14
Agree	130	62	30	59
No Opinion	28	14	12	23
Disagree	3	1	1	2
Strongly Disagree	3	1	1	2
	211	100	51	100

TABLE 13. The CSAs evaluation of guest speakers in the CSE program. (See FIGURE 8)

STATEMENT: Guest speakers provide a valuable source of information about various jobs.	N	%
Strongly Agree	1	12
Agree	6	75
No Opinion	0	0
Disagree	1	13
Strongly Disagree	0	0
	8	100

BEST COPY AVAILABLE

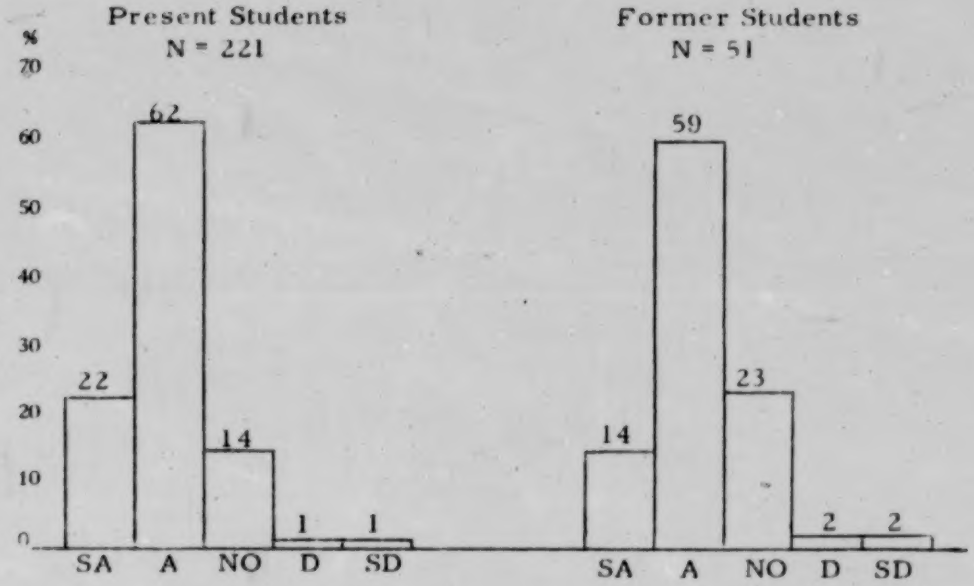


FIGURE 7. Relative frequencies of responses by present and former students to the statement, "The speakers I listened to were helpful in giving me information I didn't have about various jobs. (See TABLE 12)

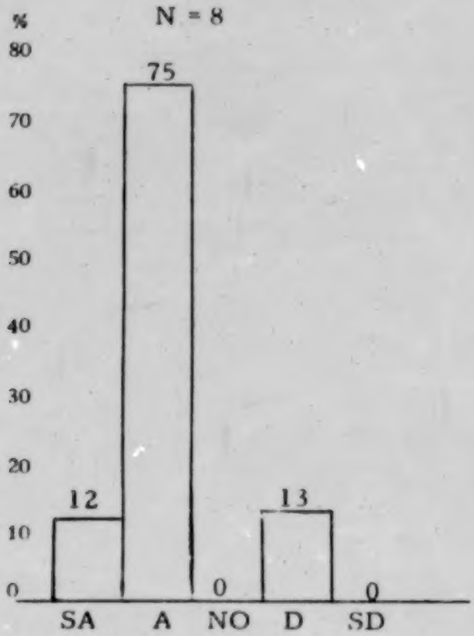


FIGURE 8. Relative frequencies of responses by CSAs to the statement, "Guest speakers provide a valuable source of information about various jobs." (See TABLE 13)

Interviews

As with other activities all three groups (Present Students, Former Students, and CSAs) were in agreement that interviews were helpful. The distributions were about the same for present students and former students, with 74% of the present students and 84% of the former students being in agreement or strong agreement that interviews "taught me things I didn't know before" (see TABLE 14 and FIGURE 9). All of the CSAs agreed that interviews were a good way for students to learn about an occupation (see TABLE 15, and FIGURE 10).

In ranking of activities the "interviews" were ranked third by both the present students and former students (see TABLES 3 and 4). Interviews suggest a participative activity where the student can interact with the interviewer in discussing various issues. Such interaction is probably a factor contributing to the positive impression exhibited by the students toward this activity.

BEST COPY AVAILABLE

TABLE 14. Responses from present and former high school students relative to the value of interviews used in the CSE program. (See FIGURE 9)

	Present		Former	
	N	%	N	%
STATEMENT: The interviews I had with people in different occupations taught me things I didn't know before.				
Strongly Agree	43	23	18	33
Agree	94	51	28	51
No Opinion	40	21	8	14
Disagree	9	5	0	0
Strongly Disagree	0	0	1	2
	186	100	55	100

TABLE 15. The CSAs impression about the value of interviews in the CSE program. (See FIGURE 10)

	N	%
STATEMENT: Having interviews with people in different occupations seemed to be a good way for students to learn about an occupation.		
Strongly Agree	0	0
Agree	7	100
No Opinion	0	0
Disagree	0	0
Strongly Disagree	0	0
	7	100

BEST COPY AVAILABLE

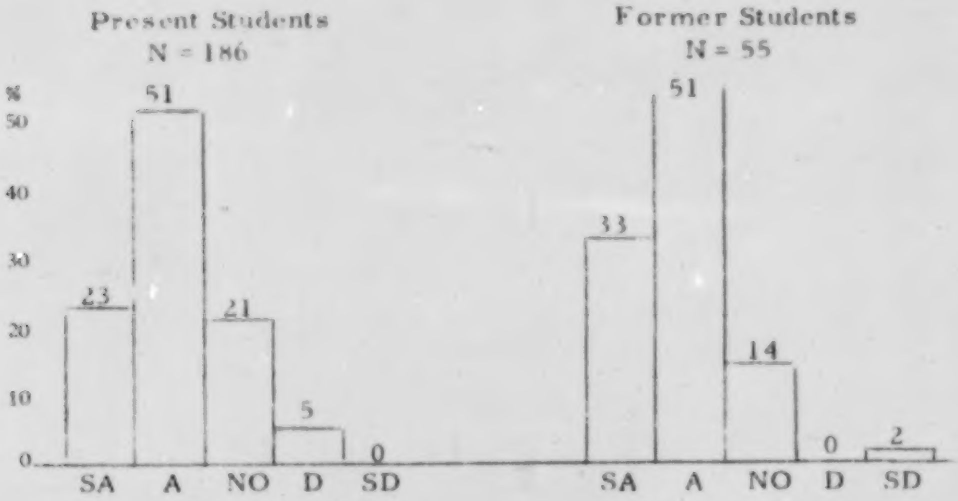


FIGURE 9. Relative frequencies of responses by present and former students to the statement, "The interviews I had with people in different occupations taught me things I didn't know before." (See TABLE 14)

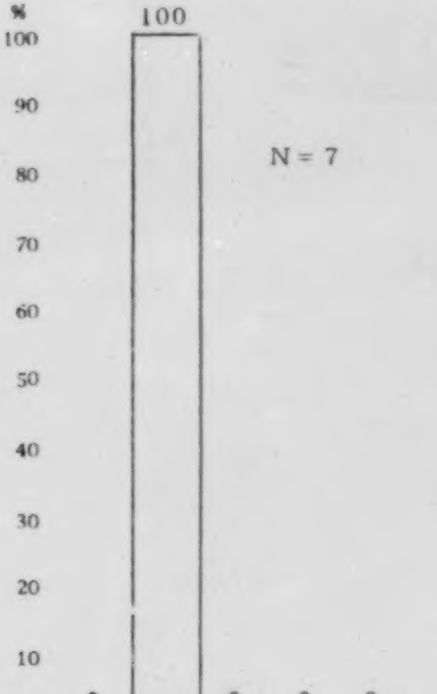


FIGURE 10. Relative frequencies of responses by CSAs to the statement, "Having interviews with people in different occupations seemed to be a good way for students to learn about an occupation." (See TABLE 15)

World of Work Class

All of the CSAs felt that the World of Work course was valuable to students in broadening their understanding about the world of work (see TABLE 17 and FIGURE 12). About 80% of each student group indicated agreement that the course helped them become familiar with a vocation of their interest (see TABLE 16 and FIGURE 11). It will be noted that both the degree and distribution of agreement characteristics between the present students and the former students were consistently similar.

In the ranking of CSE activities, the World of Work course seemed to fall in about the middle, between work experience, field trips and guest speakers on one hand and those activities that were ranked in the lower half of the group of activities, i.e., films and film strips, records and tapes, and programmed materials (see TABLES 2 and 6).

BEST COPY AVAILABLE

TABLE 16. Responses from present and former high school students relative to the help given by the World of Work Course in the CSE program. (See FIGURE 11)

	Present		Former	
	N	%	N	%
STATEMENT: The World of Work class helped me become familiar with a vocation of my interest.				
Strongly Agree	61	28	13	24
Agree	116	52	31	59
No Opinion	32	14	7	13
Disagree	9	4	2	4
Strongly Disagree	4	2	0	0
	222	100	53	100

TABLE 17. The CSAs impression as to the value of the World of Work Course to the students. (See FIGURE 12)

	N	%
STATEMENT: I think the World of Work class was valuable to students in broadening their understanding of the World of Work.		
Strongly Agree	5	63
Agree	3	37
No Opinion	0	0
Disagree	0	0
Strongly Disagree	0	0
	8	100

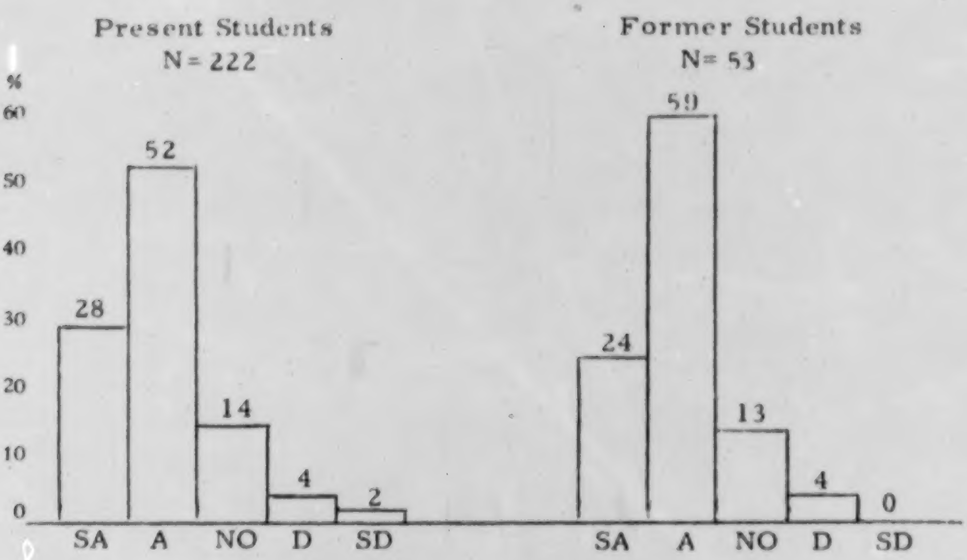


FIGURE 11. Relative frequencies of responses by present and former students to the statement, "The World of Work class helped me become familiar with a vocation of my interest." (See TABLE 16)

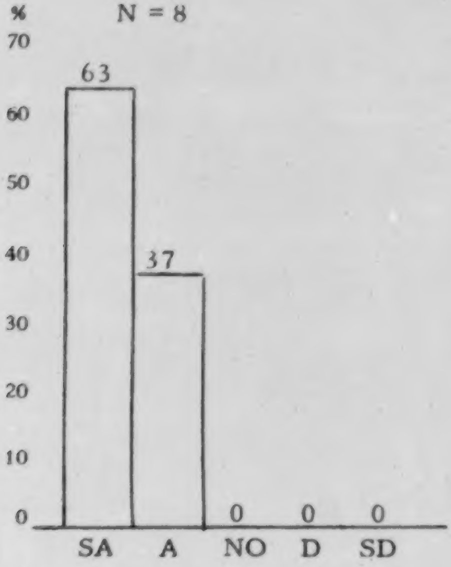


FIGURE 12. Relative frequencies of responses by CSAs to the statement, "I think the World of Work class was valuable to students in broadening their understanding of the World of Work." (See TABLE 17)

Reading and Studying

In evaluating the amount of time spent in reading and studying about different occupations, 55% of the present students and 51% of the former students felt that most of the time was spent in this kind of effort. At the same time a rather substantial part, 26% of present students, and 27% of the former students disagreed. This would reflect that some of the programs relied heavily on such activities, while other programs had a greater variety of non-reading activities (see TABLE 18A and FIGURE 13). In spite of the fact that slightly better than 50% of both student groups felt that most of the time was spent reading, they did not in general feel that too much time was spent reading (see TABLE 18B and FIGURE 14). In both groups there was disagreement in this regard. Thirty-two percent of the present students, and 28% of the former students felt they did too much reading and did not have enough other activities, while 43% of the present students and 45% of the former students did not feel the reading to be excessive. Reading and studying is apparently recognized by nearly half of the students as a significant prerequisite for learning about occupations. About 25% of the students in both groups expressed no opinion.

The importance of reading and studying seems to relate to the overall ranking of the World of Work course by the CSAs in terms of benefit derived and interest displayed by the student (a ranking of 4th in a group of 7 reported activities), (see TABLES 2 and 6).

One additional point of significance, aside from the issue of reading and studying, is the fact that the distribution of the responses to the two statements in TABLE 18 relating to reading and studying varied from the pattern frequently observed. As will be noted the response pattern tends to cluster in either the favorable or unfavorable direction. The pattern of responses observed with respect to these two statements of the questionnaire would suggest that students read and consider the statements and alternatives before responding, rather than just glancing down a list and responding to all statements in the same manner.

TABLE 18. Responses from present and former high school students relative to the value of reading and studying about different occupations.

	Present		Former	
	N	%	N	%
A. STATEMENT: Most of my time in the CSE program was spent reading and studying about different occupations. (See FIGURE 13)				
Strongly Agree	20	9	2	3
Agree	103	46	31	48
No Opinion	43	19	14	22
Disagree	48	21	14	22
Strongly Disagree	11	5	3	5
	225	100	64	100
B. STATEMENT: In my opinion we did too much reading and didn't have enough films, field trips, speakers, interviews, etc. (See FIGURE 14)				
Strongly Agree	35	16	4	6
Agree	34	16	14	22
No Opinion	55	25	17	27
Disagree	67	30	22	35
Strongly Disagree	28	13	6	10
	219	100	63	100

BEST COPY AVAILABLE

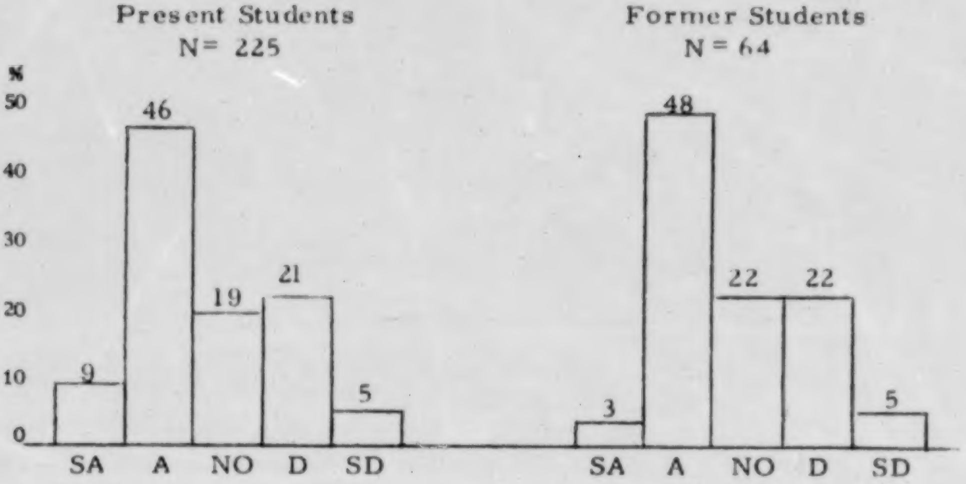


FIGURE 13. Relative frequencies of responses by present and former students to the statement, "Most of my time in the CSE program was spent reading and studying about different occupations." (See TABLE 18A)

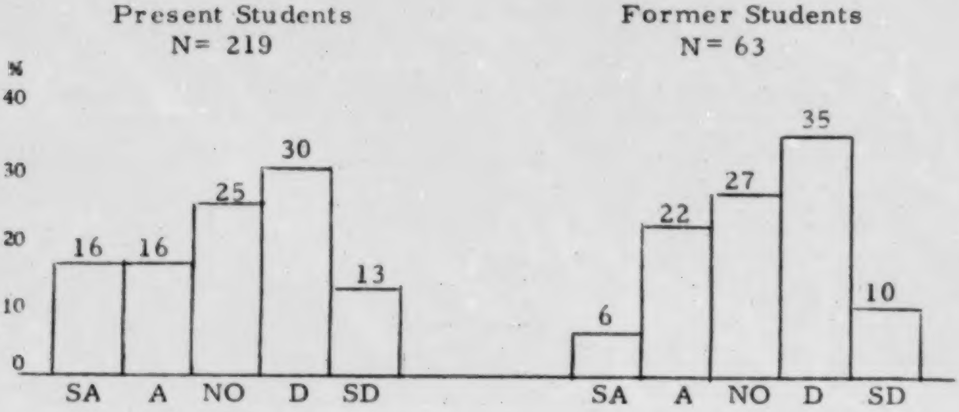


FIGURE 14. Relative frequencies of responses by present and former students to the statement, "In my opinion we did too much reading and didn't have enough films, field trips, speakers, interviews, etc." (See TABLE 18B)

CSA and Administration of Program

Some of the questions responded to by the various categories of respondents were designed to evaluate the CSA and the administration of the CSE program. For example, the present and former students were asked about the help received from the CSA, and his sincerity and initiative demonstrated in performance of his activities in the program.

The CSAs were asked questions designed to give some impression about the help and support they received from the local school administration and from the WSSSP central office. Also, the school administrators were asked about their feelings toward the program, the Community Cooperating Employers were questioned about the help and support they received, and the CSAs commented on the grade in which they felt the program should be started to be most effective.

All categories of respondents were in general agreement that the program was well administred by those in positions of responsibility.

There was strong agreement by the present and former students that the CSAs were helpful and sincere in their efforts. Between 87% and 92% of both student groups expressed themselves in the positive direction. (see TABLE 19A and FIGURES 15 and 16). Though not strong, there appears, from a review of TABLE 19B and FIGURE 16, to be a slight tendency for the present students to question the sincerity of the CSAs. This observation stems from the fact that the overall pattern of responses to this question shifts slightly in the negative direction when compared to the responses of the former students. In addition, there are 7% of the present students who question the CSAs sincerity as opposed to 5% of the former students. While the significance between these two percentages might be questioned, it does appear noteworthy that four of the 7% of present students indicated strong disagreement with the notion that the CSA had a sincere desire to help. At the same time none of the former students responded to the same degree in the negative direction.

The question about the initiative of the CSA in starting the program revealed that the former students were in much stronger agreement about the CSAs initiatory role than the present students are. This is as one might expect it to be because the present students would be inclined to see the program as an on-going program, similar perhaps to other existing programs in the curriculum. In other words, the present students see the CSA as a perpetuator of an existing program rather than the initiator of a new program. (see TABLE 19C and FIGURE 17). On the other hand, the former students were closer to the initiation of this "new" program and likely witnessed the activity of the CSA in getting the program moving. As a result they might be expected to feel that the CSA was instrumental in initiating the program.

The CSAs perceive their administrators as being generally supportive. However, there was a fairly strong indication that the CSAs felt they needed more time to adequately prepare occupational research materials for use by the students in the program. Perhaps this relates to the fact that the CSAs usually carry other responsibilities in addition to their CSE work load. A careful consideration of time limitations appears important if the CSE program is to be strengthened and improved. (see TABLE 20 and FIGURES 18, 19, and 20).

The CSAs all agree that their principals supported them in what they were trying to do (TABLE 20C), and the principals all felt that the CSAs were capable people with the capacity for helping students in learning about various work and career opportunities. Eighty-seven percent of the principals indicated their intentions to provide increased support in the way of available materials for the CSE program. The principals generally expressed an interest in the program, although 63% indicated that their administrative duties kept them from being as familiar with the program as they would have liked. (see TABLE 21 and FIGURES 21,22 and 23).

The CSAs by and large (87%) indicated a feeling of general well being, and felt that they enjoyed their experiences and satisfactions received for their participation in the program by helping students make more intelligent career decisions. (see TABLE 23 and FIGURE 26)

The majority (53%) of the Community Cooperating Employers felt they had received adequate help from the CSAs; 26% felt they should have received more help. The statement in this case was phrased in a negative context indicating a dissatisfaction with the help received, and the replies were in general disagreement with the implication that they had not received sufficient help and cooperation. (see TABLE 22A and FIGURE 24). Somewhat the same situation existed in regard to the way the CSAs felt about the help they received from the WSSSP central office in setting up the program. Although most indicated they felt the help was adequate (62%) there was still a sizeable proportion (38%) that either had no opinion or disagreed that they had received all the help they felt they could have used. (see TABLE 22B and FIGURE 25).

The CSAs were asked to express their opinion as to the grade in which they feel it best to start the CSE program. The CSAs differed in their opinions, ranging from the 7th grade to the 11th grade. No one felt the program should be reserved for initiation in the 12th grade. (see TABLE 24 and FIGURE 27). It should not be inferred from this that no program should be offered during the 12th grade, but only that the program should not begin at that grade level. Although a question was not presented in this regard, it would appear rather important that once started, the program should be designed to provide increasingly meaningful experience through all subsequent grades, thus leading to realistic job choices upon the completion of the student's high school experiences.

BEST COPY AVAILABLE

TABLE 19. Responses by present and former students in evaluating certain characteristics of the CSAs by replying to the following statements.

	Present		Former	
	N	%	N	%
A. STATEMENT: The CSA in my school was able to help me with information about different occupations. (See FIGURE 15)				
Strongly Agree	78	35	29	45
Agree	117	52	30	47
No Opinion	19	9	2	3
Disagree	6	3	3	5
Strongly Disagree	3	1	0	0
	223	100	64	100
B. STATEMENT: The CSA in my school had a sincere desire to help us make better career choices. (See FIGURE 16)				
Strongly Agree	66	29	23	36
Agree	112	49	29	45
No Opinion	37	16	9	14
Disagree	6	3	3	5
Strongly Disagree	8	4	0	0
	229	100	64	100
C. STATEMENT: The CSA was able to start a program in our school that we had never had before. (See FIGURE 17)				
Strongly Agree	41	20	26	40
Agree	89	42	36	55
No Opinion	60	28	2	3
Disagree	16	8	1	2
Strongly Disagree	5	2	0	0
	211	100	65	100

BEST COPY AVAILABLE

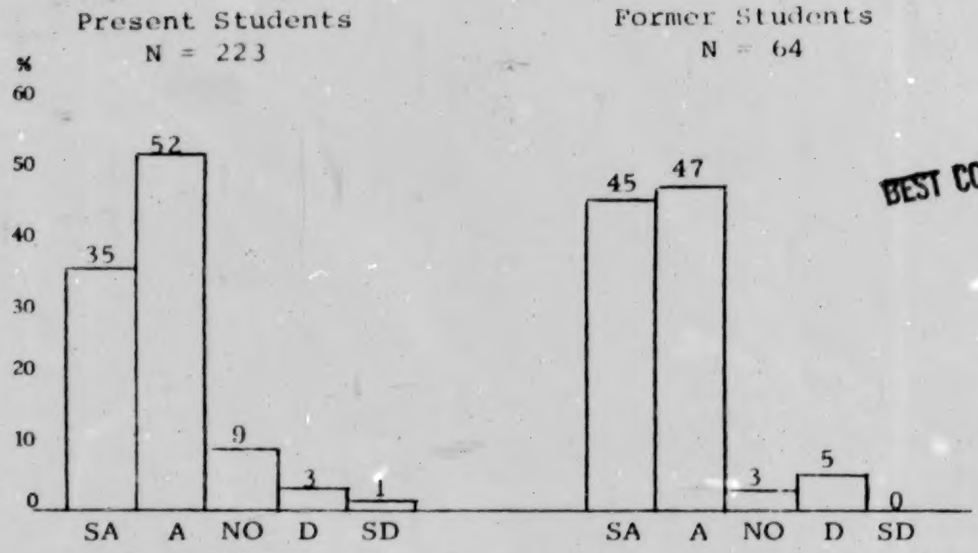


FIGURE 15. Relative frequency of responses by present and former students to the statement, "The CSA in my school was able to help me with information about different occupations." (See TABLE 19A)

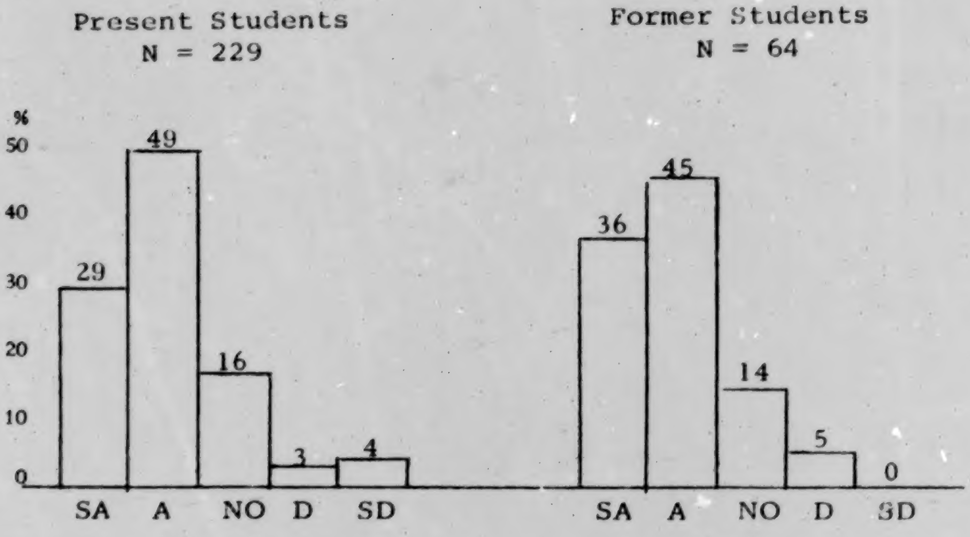


FIGURE 16. Relative frequency of responses by present and former students to the statement, "The CSA in my school had a sincere desire to help me make a better career choice." (See TABLE 19B)

BEST COPY AVAILABLE

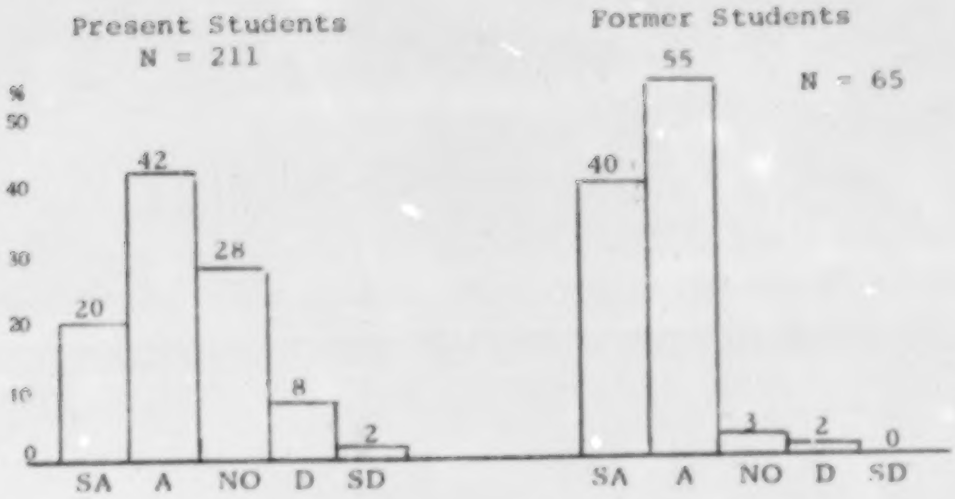


FIGURE 17. Relative frequency of responses by present and former students to the statement, "The CSA was able to start a program in our school that we had never had before." (See TABLE 19C)

TABLE 20. Evaluation of support received by the CSAs from the school administrators as evidenced by the following statements.

	N	%
A. STATEMENT: For the most part, materials are available to conduct a good CSE program in my school. (See FIGURE 18)		
Strongly Agree	3	37
Agree	4	50
No Opinion	0	0
Disagree	1	13
Strongly Disagree	0	0
	8	100
B. STATEMENT: I need more time to prepare materials for students to use in their research of specific occupations. (See FIGURE 19)		
Strongly Agree	4	50
Agree	2	25
No Opinion	2	25
Disagree	0	0
Strongly Disagree	0	0
	8	100
C. STATEMENT: My principal has supported me in most of the things I have tried to do. (See FIGURE 20)		
Strongly Agree	4	50
Agree	4	50
No Opinion	0	0
Disagree	0	0
Strongly Disagree	0	0
	8	100

BEST COPY AVAILABLE

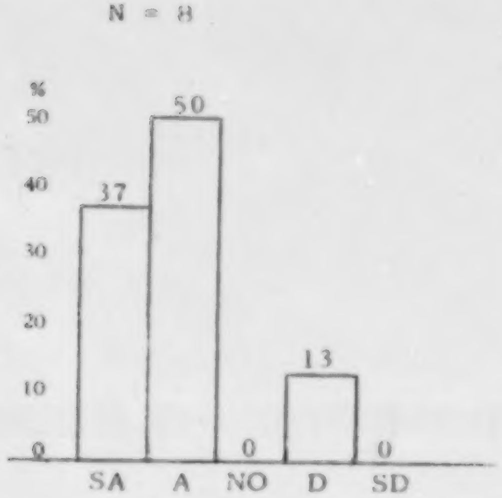


FIGURE 18. Relative frequencies of responses by the CSAs to the statement, "For the most part, materials are available to conduct a good CSE program in my school." (See TABLE 20A)

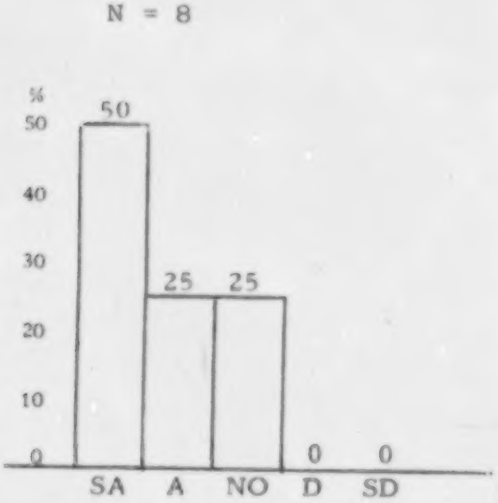


FIGURE 19. Relative frequencies of responses by the CSAs to the statement, "I need more time to prepare materials for students to use in their research of specific occupations." (See TABLE 20B)

BEST COPY AVAILABLE

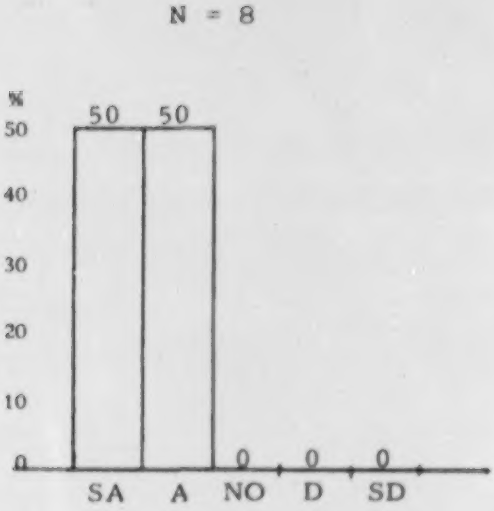


FIGURE 20. Relative frequencies of responses by the CSAs to the statement, "My principal has supported me in most of the things I have tried to do." (See TABLE 20C)

TABLE 21. The school administrators' feelings about the CSE program as reflected by responses to the following statements.

	N	%
A. STATEMENT: The CSA in my school has a good background for helping students learn about different careers. (See FIGURE 21)		
Strongly Agree	3	37
Agree	5	63
No Opinion	0	0
Disagree	0	0
Strongly Disagree	0	0
	8	100
B. STATEMENT: I intend to increase materials available to the CSA for conducting the CSE program. (See FIGURE 22)		
Strongly Agree	0	0
Agree	7	87
No Opinion	1	13
Disagree	0	0
Strongly Disagree	0	0
	8	100
C. STATEMENT : My administrative duties kept me from being familiar with the program as I would like to have been. (See FIGURE 23)		
Strongly Agree	1	13
Agree	4	50
No Opinion	0	0
Disagree	3	37
Strongly Disagree	0	0
	8	100

BEST COPY AVAILABLE

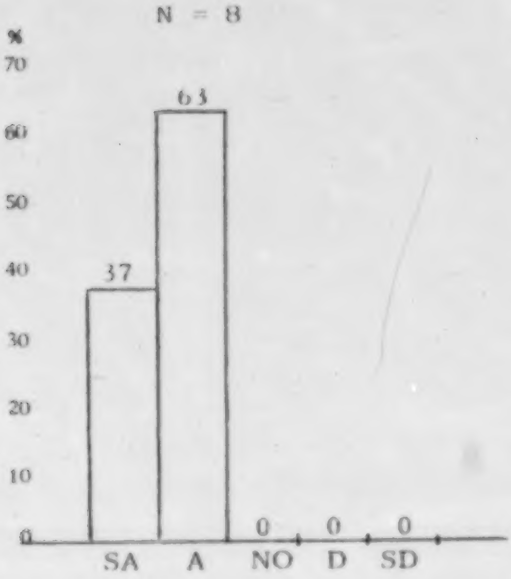


FIGURE 21. Relative frequencies of responses by the School Administrators to the statement. "The CSA in my school has a good background for helping students learn about different careers." (See TABLE 21A)

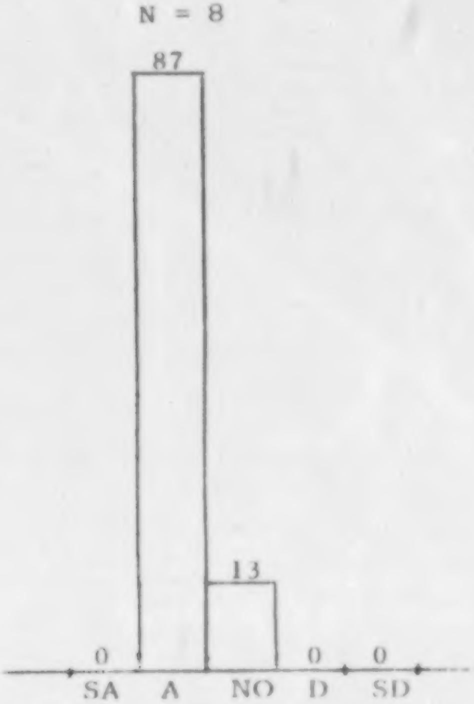


FIGURE 22. Relative frequencies of responses by the School Administrators to the statement. "I intend to increase materials available to the CSA for conducting the CSE program." (See TABLE 21B)

BEST COPY AVAILABLE

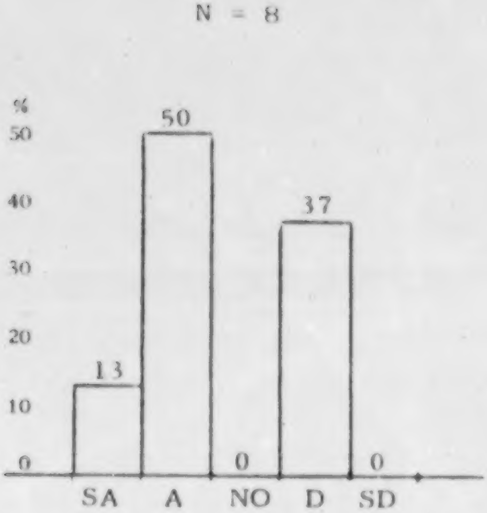


FIGURE 23. Relative frequencies of responses by the School Administrators to the statement, "My administrative duties kept me from being as familiar with the CSE program as I would like to have been." (See TABLE 21C)

TABLE 22. Evaluation of cooperating helpfulness as between some component groups involved in the program.

	Employer	
	N	%
A. STATEMENT: (Asked of the cooperating community employers group) I should have received more help from the high school counselor (Career Selection Agent). (See FIGURE 24)		
Strongly Agree	5	8
Agree	12	18
No Opinion	14	21
Disagree	25	37
Strongly Disagree	11	16
	67	100
	CSAs	
	N	%
B. STATEMENT: (Asked of the CSAs functioning in the program) The help received from the WSSSP central office has been adequate in setting up the CSE program. (See FIGURE 25)		
Strongly Agree	1	12
Agree	4	50
No Opinion	1	13
Disagree	2	25
Strongly Disagree	0	0
	8	100

BEST COPY AVAILABLE

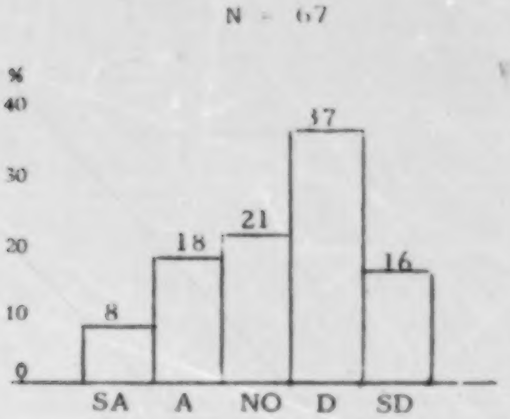


FIGURE 24. Relative frequencies of responses by Community Cooperating Employers to the statement, "I should have received more help from the high school counselor (Career Selection Agent)." (See TABLE 22A)

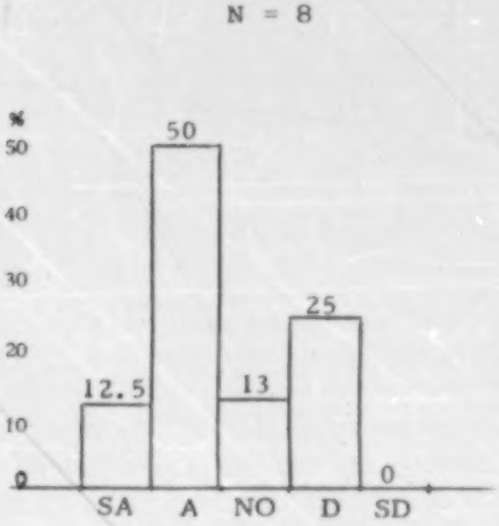


FIGURE 25. Relative frequencies of responses by the CSAs to the statement, "The help received from the WSSSP central office has been adequate in setting up the CSE program." (See TABLE 22B)

TABLE 23. Evaluation of the CSAs own feelings of accomplishment in directing the CSE program. (See FIGURE 26)

	N	%
STATEMENT: The CSE program has been a good experience for me because I feel I am helping students make more intelligent decisions.		
Strongly Agree	3	37
Agree	4	50
No Opinion	0	0
Disagree	1	13
Strongly Disagree	0	0
	8	100

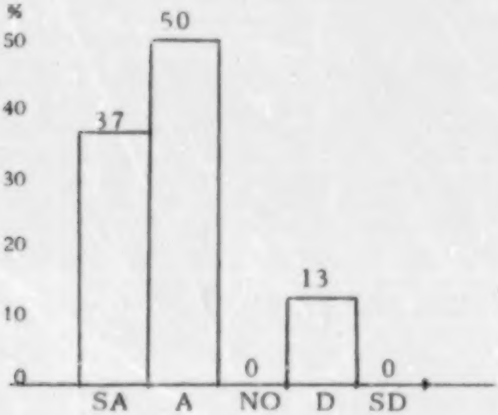


FIGURE 26. Relative frequencies of responses by the CSAs the statement, "The CSE program has been a good experience for me because I feel I am helping students make more intelligent decisions." (See TABLE 23)

TABLE 24. Opinions of CSA^s as to the grade level felt best to start the CSE program. (See FIGURE 27)

QUESTION: In your opinion, at what grade level do you feel it best to start the CSE program.	N	%
12th Grade	0	0
11th Grade	3	34
10th Grade	2	22
9th Grade	2	22
8th Grade	1	11
7th Grade	1	11
	9	100

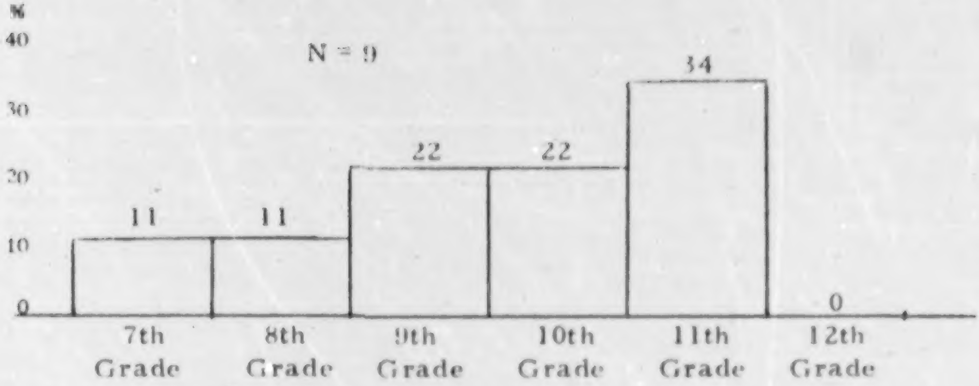


FIGURE 27. Relative frequencies of responses by CSA^s to the question, "In your opinion, at which grade level do you feel it best to start the CSE program." (See TABLE 24)

Psychological Tests and Counseling Effectiveness

Four instruments were available for use by the CSAs in counseling students; namely, the Kuder Preference Record (interest), the General Aptitude Test Battery (aptitude), the Skill Inventory, and the Occupational Information Inventory. (Refer to the Definition of Terms for an explanation of these four instruments.)

The great majority of students, both former and present, felt that the ability and interest tests gave them information which helped them make better job decisions. Sixty-eight per cent of the present students either agreed or strongly agreed that the tests had given them information, while 75% of the former students made similar responses. TABLE 25, and FIGURE 28 summarize the responses of the students.

The CSAs were asked to indicate the degree to which the various instruments were helpful in providing occupational counseling. The responses are summarized in TABLE 26 and FIGURE 29. They were also asked to rank the four instruments in terms of their usefulness. The average rank for each instrument is shown in TABLE 27. The Kuder Preference Record and the General Aptitude Test Battery are considered to be the most useful with the two instruments (Skill Inventory and Occupational Information Inventory) specifically developed for the WSSSP being much less useful. In regard to the two latter instruments, however, it should be noted that there is a much larger percentage who do not have opinions (TABLE 26 and FIGURE 29) than in the case of the GATB and the Kuder. This may suggest that as people have continued exposure to the instruments the perceived utility of the instruments will increase. At the present time, however, there is greater uncertainty regarding the value of these two instruments.

BEST COPY AVAILABLE

TABLE 25. Responses by present and former students to a statement reflecting the usefulness of tests in facilitating better job decisions. (See FIGURE 28)

STATEMENT: The ability and interest tests I took gave me information about myself that helped me make better decisions about different jobs.	Present		Former	
	N	%	N	%
Strongly Agree	44	20	14	23
Agree	106	48	32	52
No Opinion	57	26	10	16
Disagree	11	5	6	10
Strongly Disagree	2	1	0	0
	220	100	62	101

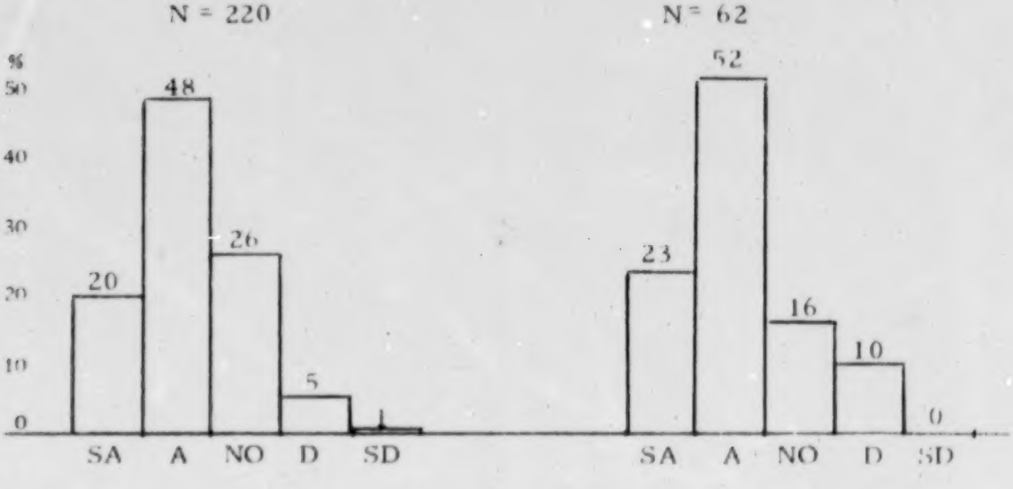


FIGURE 28. **Relative frequency** of responses to the statement, "The ability and interest tests I took gave me information about myself that helped me make better decisions about different jobs." (See TABLE 25)

BEST COPY AVAILABLE

TABLE 26. Responses by CSAs to statement concerning the helpfulness of the various Psychological Instruments in counseling students occupationally. (See FIGURE 29)

	N	%
A. STATEMENT: The General Aptitude Test Battery (GATB) was helpful to me in counseling students occupationally.		
Strongly Agree	2	33
Agree	2	33
No Opinion	1	17
Disagree	1	17
Strongly Disagree	0	0
	6	100
B. STATEMENT: The Kuder Preference Record was helpful to me in counseling students occupationally.		
Strongly Agree	0	0
Agree	6	75
No Opinion	1	12
Disagree	1	13
Strongly Disagree	0	0
	8	100
C. STATEMENT: The WSSSP Occupational Information Inventory was helpful to me in counseling students occupationally.		
Strongly Agree	0	0
Agree	2	29
No Opinion	3	43
Disagree	1	14
Strongly Disagree	1	14
	7	100
D. STATEMENT: The WSSSP Skill Inventory was helpful to me in counseling students occupationally.		
Strongly Agree	0	0
Agree	3	37
No Opinion	3	37
Disagree	1	13
Strongly Disagree	1	13
	8	100

BEST COPY AVAILABLE

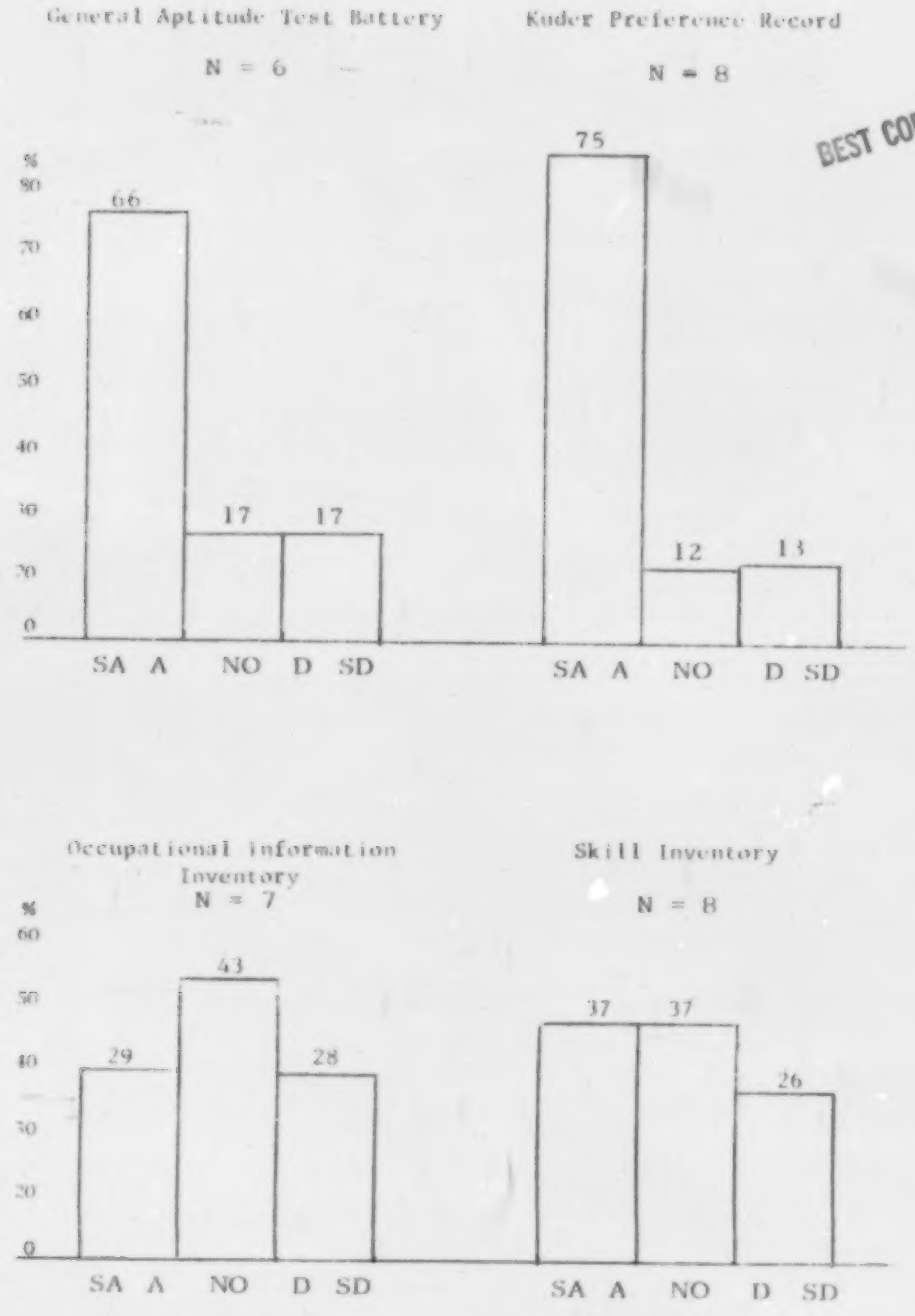


FIGURE 29. Relative frequency of responses by CSAs to the statement, "The ____________ was helpful to me in counseling students occupationally." (See TABLE 26)

TABLE 27. Average Ranking of Psychological Instrument by CSAs

N = 8

Psychological Instrument	Average Ranking
Kuder Preference Record	1.625
General Aptitude Test Battery (GATB)	2.125
WSSSP Skill Inventory	2.25
WSSSP Occupational Information Inventory	2.5

Work Experiences in Community

Supervision Received

In general the evidence suggests that both the present and former students were satisfied with the supervision they received while working in the community, although the former students were more satisfied than were the present students (see TABLE 28 and FIGURE 30). The major difference is largely attributable to the fact that 33% of the present students expressed "no opinion" when asked about the supervision received while only 7% of the former students made such responses.

With respect to feelings about the value of the on-the-job experience the same pattern emerges, with a far greater percentage of the present students expressing no opinion than was the case of the former student (37% vs. 8%). Eighty-two per cent of the former students and 56% of the present students either agreed or strongly agreed that the on-the-job experience was valuable. (see TABLE 29 and FIGURE 31).

Such a pattern might suggest that present students do not have an adequate frame of reference through which to evaluate the adequacy of supervision or the value of the on-the-job training. Such would be less of a problem for the former students, having had an opportunity to respond on the basis of some limited experience.

By and large, the CSAs felt the Community Employers were helpful in helping students learn specific skills, with 83% either agreeing or strongly agreeing (see TABLE 30A and FIGURE 32). Only 17% had no opinion and no one disagreed or strongly disagreed.

The CSAs were evenly split, however, with respect to the adequacy of the time spent by the Community Employers in teaching the skills of the trade (see TABLE 30B and FIGURE 33). Forty percent indicated that more time should have been spent by the Employers, and 40% disagreed, 20% had no opinion. This response would seem to indicate that while generally satisfied with the work experience of the students, there is also some improvement that could be made with some of the Employers in spending more time teaching students the skills of the trade.

Cooperation of Community Employers

With respect to the cooperation received, the School Administrators were unanimous in agreeing or strongly agreeing that the Community Employers were willing to provide work experience for students (see TABLE 31).

There may be some significance attached to the fact that 86% agreed and only 14% strongly agreed, suggesting that while the CSE program was endorsed by the work community it was not enthusiastically endorsed. This fact may be partially reflected by the previously mentioned fact that a substantial percentage of the CSAs felt that more time could have been spent by the Community Employers providing training. It is readily acknowledged that the normal work environment does not include such orientation and training activities, and in some cases the adjustments required may require considerable modification of the work environment. In other situations the modification required would be less demanding.

In general it should be emphasized that the program was endorsed and implemented relatively successfully within the community.

Value of Community Work Experience

Students

All of the CSAs either agreed or strongly agreed that community work experience helped students decide which occupation to pursue after graduation

(TABLE 32A and FIGURE 34). They did not feel to the same degree, however, that this work experience helped them to make better occupational and career decisions than did those not having had this experience (TABLE 32B and FIGURE 35). Seventeen percent had no opinion in this regard, while 83% felt the experience gave students an advantage; no one disagreed. The evidence does, therefore, strongly suggest that the work experience is beneficial to the student even though there is some slight reservations that it appreciably helps students to make better choices.

There is even less agreement among the CSAs with respect to the degree that on-the-job training taught the specific skills relating to the job. Twenty-nine percent disagreed that the training received did teach such skills; another 14% had no opinion. (see TABLE 32C and FIGURE 36).

The lack of detail associated with some of the experiences might reflect the inapplicability of some jobs for on-the-job experience within the constraints dictated by the CSE program, i.e, part time, short-term, and non-permanent. In addition, it is possible that the degree of dedication required by some employers to make the experience maximally rewarding was lacking in some instances.

Employers

On the surface it might appear that the contributions by the Community Employers were made primarily as a service to the community, and that there would be limited benefits accruing to the employer. While this is true to some extent, there is strong evidence to indicate that employers were benefited to a considerable degree. Thirty-eight percent of the employers indicated that the program was not financially beneficial to them while 47% felt there were some financial benefits; 15% had no opinion (TABLE 33A and FIGURE 37). Consistent with this general pattern, 47% of the employers indicated their contribution was more of a service to the community rather than beneficial to them, 38% disagreed, and 15% had no opinion (TABLE 33B and FIGURE 38).

As a final point it should be noted that 87% of the employers felt that the students were dependable; only 11% indicating that they were not. (see TABLE 33C and FIGURE 39). It would appear that in general students are dependable, and do meet the requirements of the community work experience. As one might expect there are the few who do not let themselves become involved.

BEST COPY AVAILABLE

TABLE 28. Responses of present and former students relative to satisfaction with supervision while working in the community. (See FIGURE 30)

STATEMENT: I was satisfied with the supervision I had while working in the community as part of my CSE training.	Present		Former	
	N	%	N	%
Strongly Agree	35	24	14	32
Agree	54	36	21	48
No Opinion	49	33	3	7
Disagree	5	3	2	5
Strongly Disagree	5	3	4	9
	148	99	44	101

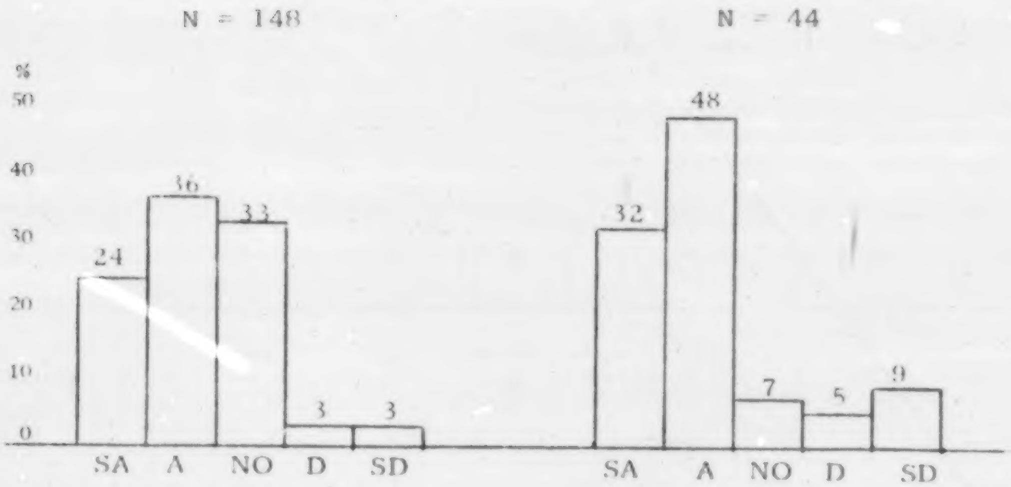


FIGURE 30. Relative frequencies of responses by present and former students to the statement, "I was satisfied with the supervision I had while working in the community as part of my CSE training." (See TABLE 28)

BEST COPY AVAILABLE

TABLE 29. Responses of present and former students relative to the helpfulness of the Community Cooperating Employer and value of the on-the-job training. (See FIGURE 31)

STATEMENT: Most of the time the Community Cooperating Employer was helpful and made the on-the-job training a valuable experience.	Present		Former	
	N	%	N	%
Strongly Agree	25	19	12	32
Agree	49	37	19	50
No Opinion	49	37	3	8
Disagree	3	2	3	8
Strongly Disagree	5	4	1	3
	131	99	38	101

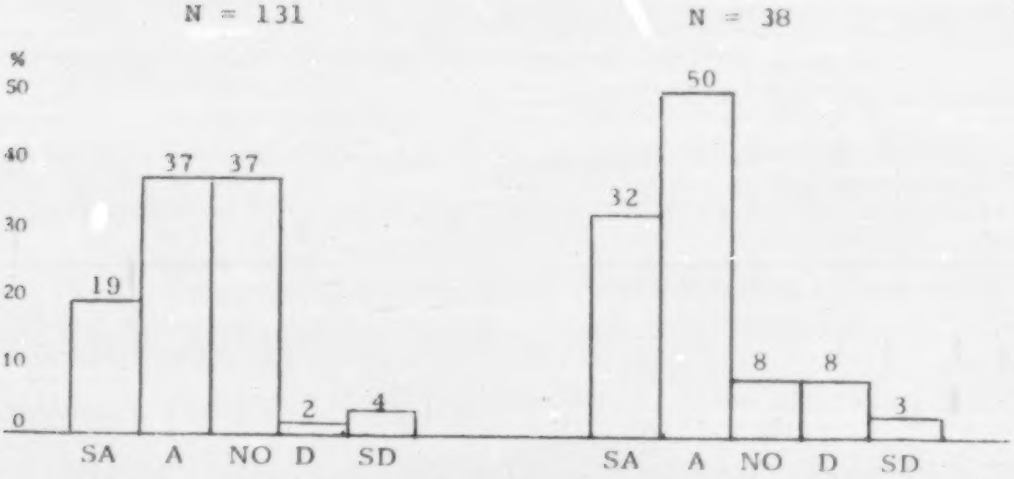


FIGURE 31. Relative frequency of responses by present and former students to the statement, "Most of the time the Community Cooperating Employer was helpful and made the on-the-job training a valuable experience." (See TABLE 29)

TABLE 30. Responses by CSAs to statements concerning the role of the Community Cooperating Employers in learning job skills.

	N	%
A. STATEMENT: The Community Cooperating Employers have been helpful in helping students learn specific skills. (See FIGURE 32)		
Strongly Agree	2	33
Agree	3	50
No Opinion	1	17
Disagree	0	0
Strongly Disagree	0	0
	6	100
B. STATEMENT: The Community Cooperating Employers should have spent more time teaching the student the skills of the trade. (See FIGURE 33)		
Strongly Agree	0	0
Agree	2	40
No Opinion	1	20
Disagree	2	40
Strongly Disagree	0	0
	5	100

BEST COPY AVAILABLE

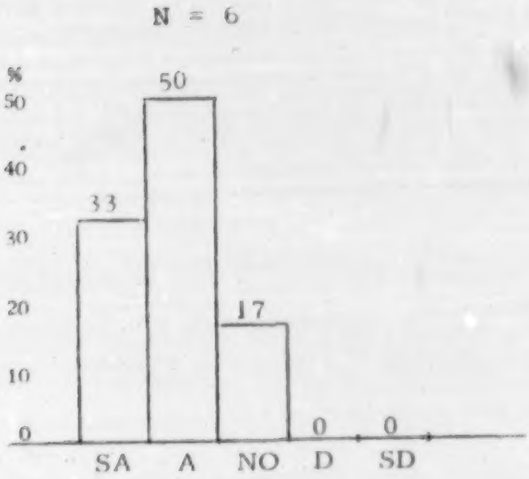


FIGURE 32. Relative frequencies of responses by CSA s to the statement, "The Community Cooperating Employers have been helpful in helping students learn specific skills." (See TABLE 30 A)

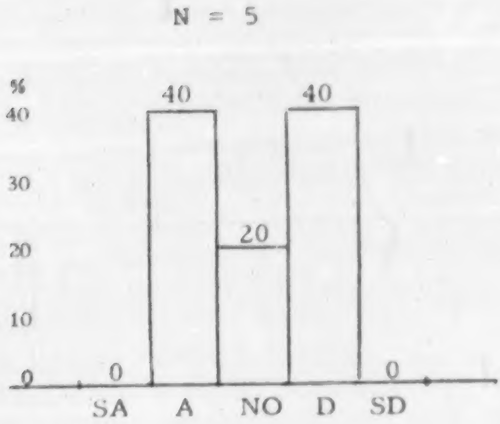


FIGURE 33. Relative frequencies of response by CSAs to the statement, "The Community Cooperating Employers should have spent more time teaching the student the skills of the trade." (See TABLE 30B)

TABLE 31. Responses of School Administrators relative to the willingness of people within the community to provide work experience.

STATEMENT: People in the community are willing to help provide work experiences for students.

	N	%
Strongly Agree	1	14
Agree	6	86
No Opinion	0	0
Disagree	0	0
Strongly Disagree	0	0
	7	100

TABLE 32. Responses by CSAs to statement concerning the value of work experiences in the community.

	N	%
A. STATEMENT: Placing students in the work Community to learn about jobs helps them decide which occupation to pursue after they graduate. (See FIGURE 34)		
Strongly Agree	4	57
Agree	3	43
Disagree	0	0
Strongly Disagree	0	0
	7	100
B. STATEMENT: Those students who spend time in the work Community as part of the CSE program make better occupational and Career decisions than those who do not have this experience. (See FIGURE 35)		
Strongly Agree	2	33
Agree	3	50
No Opinion	1	17
Disagree	0	0
Strongly Disagree	0	0
	6	100
C. STATEMENT: Students placed in the Community for on-the-job training have learned the specific skills relating to that job. (See FIGURE 36)		
Strongly Agree	2	29
Agree	2	29
No Opinion	1	14
Disagree	2	29
Strongly Disagree	0	0
	7	101

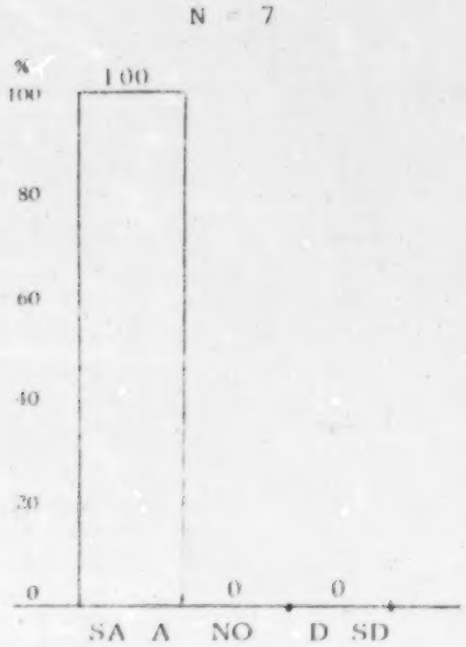
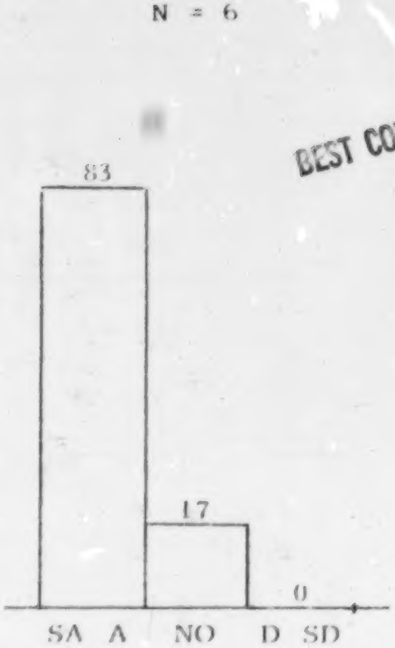


FIGURE 34. Relative frequency of responses by CSAs to the statement, "Placing students in the work community to learn about jobs helps them decide which occupation to pursue after they graduate." (See TABLE 32A)



BEST COPY AVAILABLE

FIGURE 35. Relative frequency of responses by CSAs to the statement, "Those students who spend time in the work community as part of the CSE program make better occupational and career decisions than do those who do not have this experience." (See TABLE 32B)

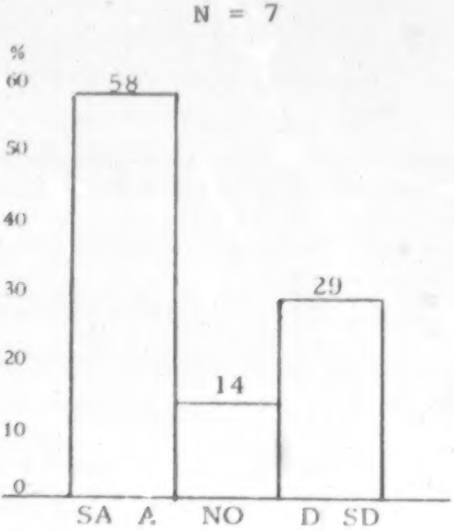


FIGURE 36. Relative frequency of responses by CSAs to the statement, "Students placed in the community for on-the-job training have learned the specific skills relating to that job." (See TABLE 32C)

TABLE 33. Responses by Community Cooperating Employers to statements concerning the benefits derived by the employers.

	N	%
A. STATEMENT: The program was not financially beneficial to me. (See FIGURE 37)		
Strongly Agree	8	13
Agree	15	25
No Opinion	9	15
Disagree	22	37
Strongly Disagree	6	10
	60	100
B. STATEMENT: My contribution was more of a service to the community rather than beneficial to me. (See FIGURE 38)		
Strongly Agree	9	14
Agree	22	33
No Opinion	10	15
Disagree	19	29
Strongly Disagree	6	9
	66	100
C. STATEMENT: The students I had in CSE were dependable. (See FIGURE 39)		
Strongly Agree	27	39
Agree	33	48
No Opinion	1	1
Disagree	5	7
Strongly Disagree	3	4
	69	99

BEST COPY AVAILABLE

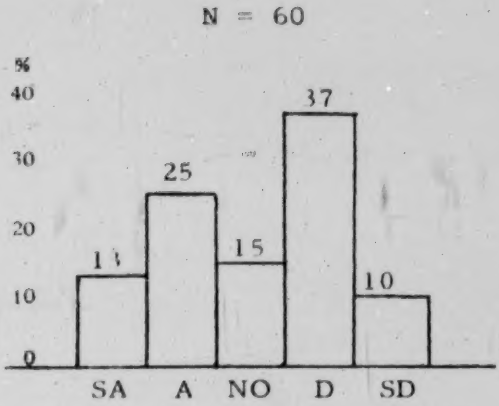


FIGURE 37. Relative frequency of responses by Community Cooperating Employers to the statement, "The program was not financially beneficial to me." (See TABLE 33A)

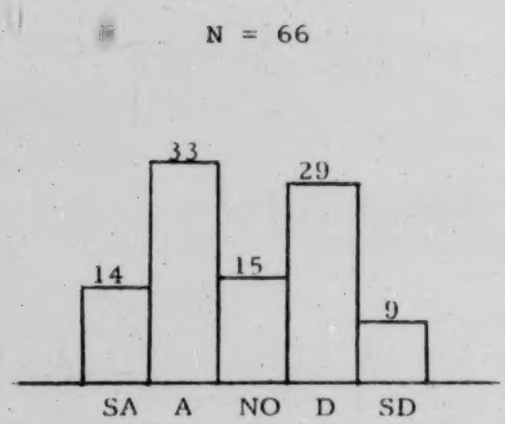


FIGURE 38. Relative frequency of responses by Community Cooperating Employers to the statement, "My contribution was more of a service to the community rather than beneficial to me." (See TABLE 33B)

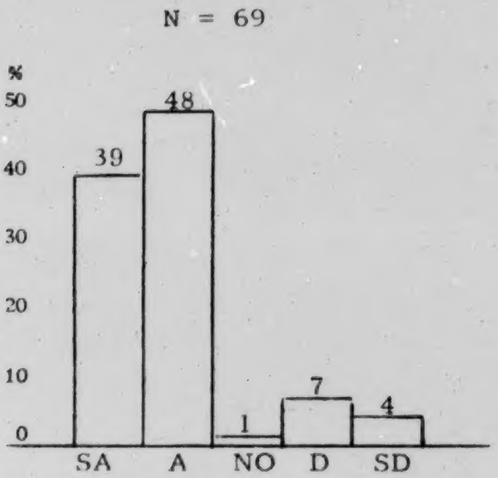


FIGURE 39. Relative frequency of responses by Community Cooperating Employers to the statement, "The students I had in CSE were dependable." (See TABLE 33C)

Cost of the Program

Three questions were asked, two of the School Administrators, and one of the Community Cooperating Employers, with respect to the cost of the CSE program, (see TABLE 34). The cost in terms of both time and money with respect to the benefits received was considered by the School Administrators. In no case did they indicate that the costs were too high for the benefits derived. Of the eight administrators all eight either disagreed or strongly disagreed with the statement that the cost in terms of money was too high, and seven of the eight either disagreed or strongly disagreed with the statement that the cost was too high in terms of time. In the latter case one respondent had no opinion.

Along the same lines as cost, 92% of the Community Cooperating Employers indicated that the CSE program was worth more than the inconvenience it caused them. Seven percent had no opinion and only one percent (one person) indicated he strongly disagreed.

All things considered, it is apparent that both the School Administrators and the Community Cooperating Employers feel that benefits of the program outweigh costs in terms of money, time and inconvenience.

BEST COPY AVAILABLE

TABLE 34. Responses to statements concerning the benefits derived in relation to the various costs involved.

School Administrators	N	%
A. STATEMENT: The cost of the program in terms of money was too high for the benefits received.		
Strongly Agree	0	0
Agree	0	0
No Opinion	0	0
Disagree	4	50
Strongly Disagree	4	50
	8	100
School Administrators		
B. STATEMENT: The cost of the program in terms of time was too high for the benefits received.		
Strongly Agree	0	0
Agree	0	0
No Opinion	1	12
Disagree	2	25
Strongly Disagree	5	63
	8	100
Community Cooperating Employers		
C. STATEMENT: All things considered the CSE program was worth more than the inconvenience it caused.		
Strongly Agree	23	33
Agree	41	59
No Opinion	5	7
Disagree	0	0
Strongly Disagree	1	1
	70	100

Value of Program in Making Job Choices

TABLE 35 presents the perceptions of present and former students as to the value of the CSE program in helping them accomplish a variety of things relevant to selecting a job. Factors such as applying for a job, making wise choices, holding or keeping a job, determining what technical and special skills are needed, and learning something about a lot of different occupations are included. Since the present students had not had actual experience in many of these areas they were requested to estimate how beneficial the program would be. Of the present students there is only a limited percentage (ranging from a low of 8% to a high of 13%) who anticipated they would receive no benefit whatsoever in these areas. All others indicated they expected to receive some or great benefit. Likewise, the percentage of former students indicating they received no benefit is very small, ranging from a low of 2% to a high of 15%. The 15% represented those who indicated the program didn't help them hold or keep a job. While it cannot be substantiated, this percentage may reflect opinions of those former students who have held more than one job since leaving school.

It is clear from TABLE 36A and FIGURE 40 that both the present and former students felt that their experiences in the CSE program helped them make more sensible job choices. Eighty-one percent of the present students and 79% of the former students responded in the positive direction. Only 5% of the present students and 8% of the former students responded in the negative direction. Both groups felt strongly enough about the value of the program (82% and 88%) that they would recommend it to any student because of its value in helping make career choices, (see TABLE 36B and Figure 41). In replying to this latter statement the students were more emphatic for others than they were with respect to themselves, as evidenced by the heavy increase in the percentage of those who shifted from agree to strongly agree. In this connection, the percentage of former students who expressed no opinion with respect to themselves decreased markedly, while the percentage of students either agreeing or strongly agreeing increased by roughly the same amount. The implications of this would seem to suggest that while they themselves felt benefited they also felt that others would benefit even more than they did; thus, in effect saying that they need the experience, but others need it even more than they did.

While students felt they were helped to make sensible job choices there is some evidence to indicate that the program was not as effective in presenting sufficient coverage of jobs and information to encourage a person to follow through with training in the area. While the percentage of those feeling they were benefited is around 80% for both groups, (TABLE 36A and 36B) percentage of present students learning enough about a job to want to train in the area was 45% and for the former student was 54% (see TABLE 36C and FIGURE 42). What may be inferred here is that some students learn about certain jobs they don't want to select, or perhaps they decide that they would rather postpone taking a job until after receiving additional schooling. In such instances they would likely feel benefited in spite of not having found a specific job to pursue. At the same time it is likely that several individuals had jobs in mind, and while their intentions didn't change their experiences in the CSE program reinforced their selection. This point is supported by TABLE 36F and FIGURE 45, which indicates that only 41% of the present students, and 24% of the former students agreed or strongly agreed that the program had caused them to change their mind about the job they wanted to pursue, while

33% of the present students and 53% of the former students indicated that the CSE program did not change their minds. Also, in support of this is the fact that 71% of the former students felt the CSE program was helpful in deciding what to do (see TABLE 36D and FIGURE 43), but as indicated before, only 54% learned about a job through the CSE program in sufficient detail so they felt inclined to select it. While 54% is not as large as the total indicating strong positive feelings for the program, it does, nevertheless, constitute a sizeable percentage of the total group, and reflects that about one out of every two former students was influenced by the CSE program in deciding what to do after leaving high school.

The program was more effective with present students than former students in causing them to change their mind about the occupation they wanted to enter (41% as opposed to 24%), see TABLE 36F and FIGURE 45. The students were also asked to indicate the extent to which their top three job choices changed during the time they were involved in the CSE program, and then indicate the extent to which the CSE program influenced this change. The results are shown in Parts G and H of TABLE 36, and in FIGURES 46 and 47. Only 15% of the present students indicated that the program had absolutely no influence. The percentage for the former students indicating no influence was 25%. In comparing present with former students on an overall basis, the present students were influenced to a greater degree than were the former students. Fifty-eight percent of present students indicated the program had either a fair or considerable influence, while 47% of the former students indicated a fair or considerable influence.

TABLE 36E, and FIGURE 44, indicate quite emphatically that in spite of the value of the program, generally it did not help former students find their first job after leaving high school. Only 22% indicated it helped while

49% indicated it didn't help. Twenty-eight percent had no opinion.

In general it would appear that the CSE program was helpful to the students. In some cases the experience provided them with information which helped them select a specific job. At the same time there were some individuals who apparently had ideas in mind before starting the CSE program, and who, in fact did not change, but who were reinforced on their initial decision.

In spite of the perceived helpfulness of the program, 54% of the present students and 51% of the former students (see TABLE 37 and FIGURE 48) agreed or strongly agreed that the CSE program needs to do more than it is doing to prepare students for the future. Fifteen percent of the present students and 18% of the former students did not feel that the CSE program need to do more.

Of the CSAs 62% (5) either agreed or strongly agreed that classroom activities involving films, speakers, special reports, etc., helped students to make more intelligent decisions (see TABLE 38 and FIGURE 49). One (13%) disagreed, however, and 2 (or 25%) had no opinion. This reflects a somewhat less than complete endorsement of the value of such classroom activities in making career decisions.

As a final point it should also be noted from TABLE 39 that all of the school administrators either agreed or strongly agreed that the CSE program was valuable in broadening the student's background about the world of work.

BEST COPY AVAILABLE

TABLE 35. Perceptions of present and former students of the degree to which they have been helped or in the future will be helped in certain areas by the CSE program.

Question: Considering all of your experiences in the CSE program, to what extent do you feel you have been helped, or in the future will be helped in the following areas.

	Total N	Total %	Received no Benefit at all		Received Some Benefit		Received Great Benefit	
Present Students			N	%	N	%	N	%
In applying for a job	229	99	24	10	110	48	95	41
In making a wise job choice	229	100	20	9	110	48	99	43
In holding or keeping a job	229	100	27	12	99	43	103	45
In finding out what skills are needed to obtain a job	229	100	18	8	92	40	119	52
In learning the special skills required for the job most interested in	228	99	28	12	110	48	90	39
In finding out something about a lot of different occupations	229	100	29	13	99	43	101	44
Former Students								
In applying for a job	67	100	6	9	28	42	33	49
In making a wise job choice	67	100	4	6	38	57	25	37
In holding or keeping a job	67	100	10	15	29	43	28	42
In finding out what skills are needed to obtain a job	66	101	1	2	38	58	27	41
In learning the special skills required for the job most interested in	67	99	7	10	37	55	23	34
In finding out something about a lot of different occupations	67	100	3	4	32	48	32	48

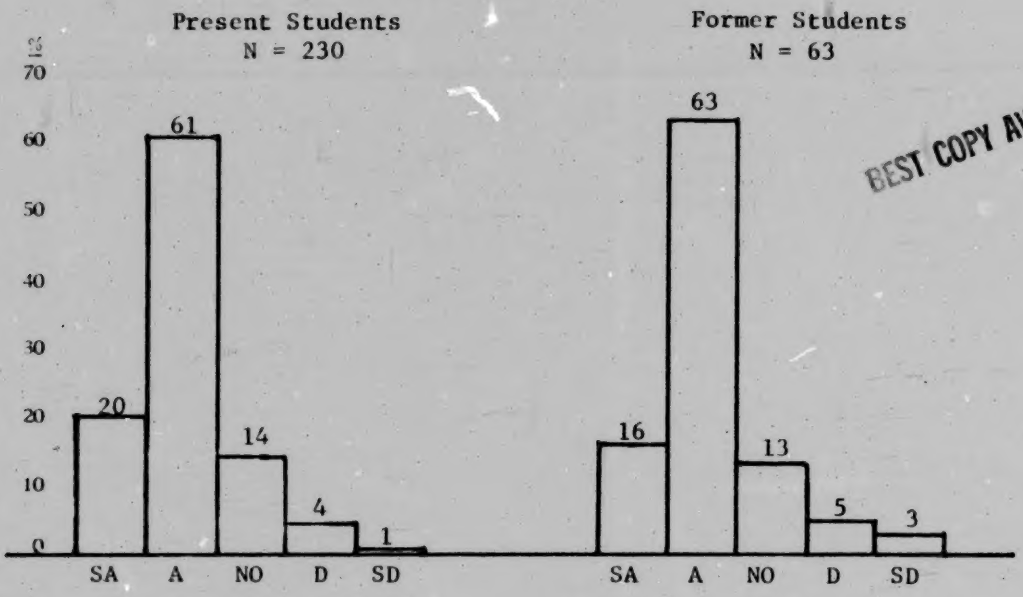
TABLE 36. Responses to statements by present and former students pertaining to the influence of the CSE program in making job choices.

	Present		Former	
	N	%	N	%
A. STATEMENT: Because of my experience in the CSE program, I can make more sensible job choices. (See FIGURE 40)				
Strongly Agree	46	20	10	16
Agree	141	61	40	63
No Opinion	33	14	8	13
Disagree	9	4	3	5
Strongly Disagree	1	1	2	3
	230	100	63	100
B. STATEMENT: I would recommend the CSE program to any student because of the value in helping make career choices. (See FIGURE 41)				
Strongly Agree	85	37	33	51
Agree	103	45	24	37
No Opinion	31	14	4	6
Disagree	6	3	1	2
Strongly Disagree	4	2	3	5
	229	101	65	101
C. STATEMENT: Through the CSE program, I have learned enough about a specific occupation that I think I will follow through with training in that (this) area. (See FIGURE 42)				
Strongly Agree	27	12	4	6
Agree	75	33	30	48
No Opinion	89	39	18	29
Disagree	25	11	8	13
Strongly Disagree	10	4	2	3
	226	99	62	99
D. STATEMENT : In looking back I believe that the CSE program was of benefit to me in deciding what to do after leaving high school. (See FIGURE 43)				
Strongly Agree	-	-	7	11
Agree	-	-	39	60
No Opinion	-	-	10	15
Disagree	-	-	6	9
Strongly Disagree	-	-	3	5
	-	-	65	100

CONTINUED

TABLE 36, CONTINUED

	Present		Former	
	N	%	N	%
E. STATEMENT: The CSE program helped me find my first job after leaving high school. (See FIGURE 44)				
Strongly Agree	-	-	5	9
Agree	-	-	7	13
No Opinion	-	-	15	28
Disagree	-	-	18	34
Strongly Disagree	-	-	8	15
	-	-	53	99
F. STATEMENT: The CSE program has caused me to change my mind about the occupation I want (wanted) to enter. (See FIGURE 45)				
Strongly Agree	21	10	3	5
Agree	68	31	12	19
No Opinion	57	26	15	23
Disagree	49	22	25	39
Strongly Disagree	23	11	9	14
	218	100	64	100
G. STATEMENT: If you have made any change in your top three job choices, to what extent have your experiences in the CSE program contributed to this change. (See FIGURE 46)				
The CSE program had absolutely no influence	31	15	-	-
The CSE program had a little influence	54	27	-	-
The CSE program had a fair amount of influence	52	26	-	-
The CSE program had considerable influence	65	32	-	-
	202	100	-	-
H. STATEMENT : If any of your choices above are different from your choices before starting the CSE program, to what extent did your experience in the CSE program contribute to this change? (See FIGURE 47)				
The CSE program had absolutely no influence	-	-	13	25
The CSE program had a little influence	-	-	15	28
The CSE program had a fair amount of influence	-	-	16	30
The CSE program had considerable influence	-	-	9	17
	-	-	53	100



BEST COPY AVAILABLE

FIGURE 40. Relative frequency of responses by former and present students to the statement, "Because of my experiences, I can make more sensible job choices." (See TABLE 36A)

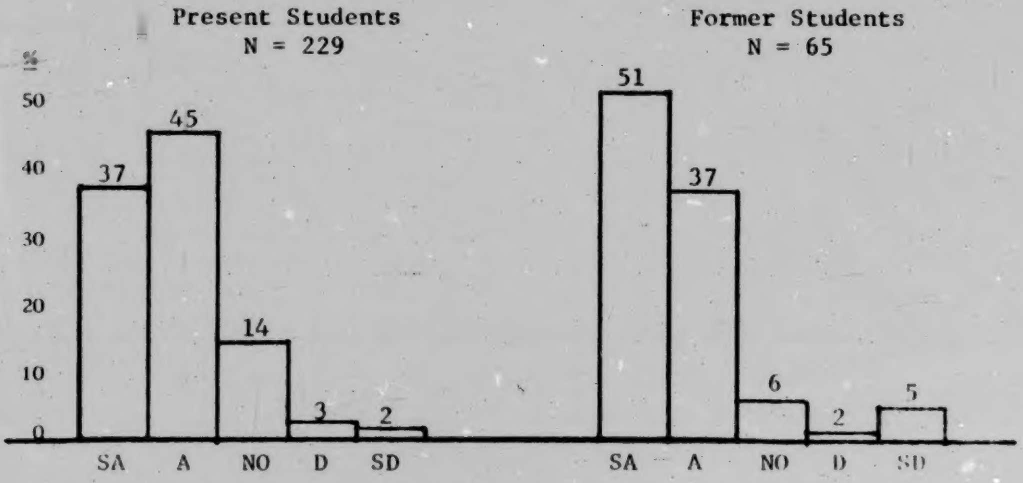


FIGURE 41. Relative frequency of responses by former and present students to the statement, "I would recommend the CSE program to any student because of the value in helping make career choices." (See TABLE 36C)

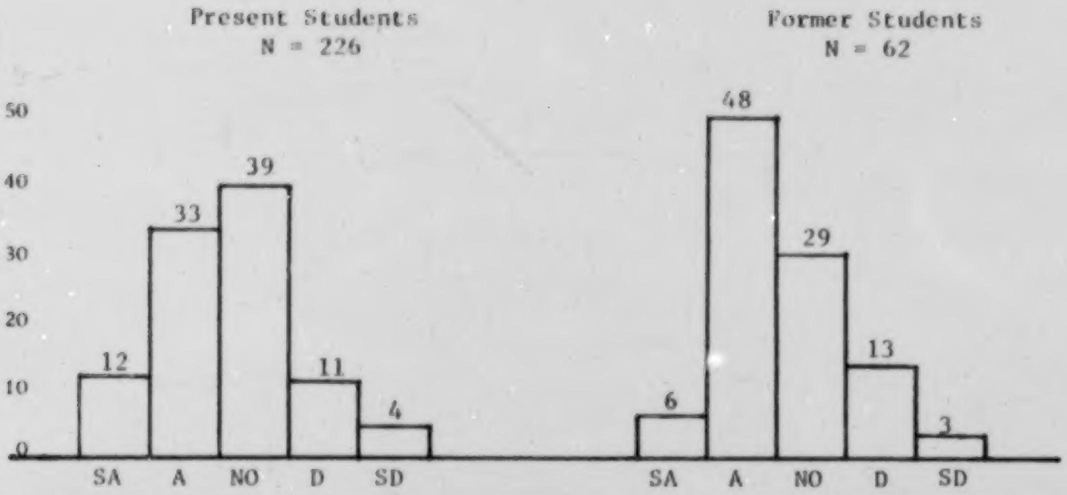


FIGURE 42. Relative frequency of responses by former and present students to the statement, "Through the CSE program, I have learned enough about a specific occupation that I think I will follow through with training in that (this) area. (See TABLE 36C)

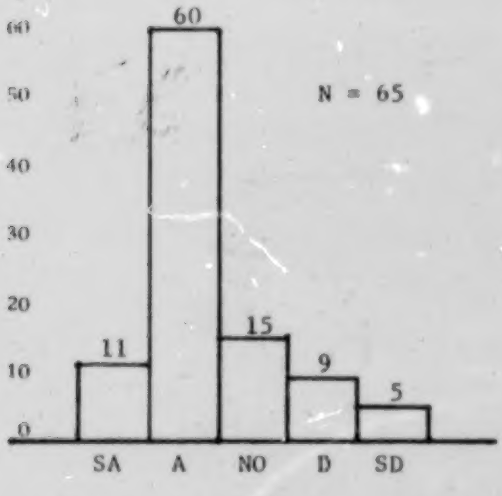


FIGURE 43. Relative frequency of responses by former students to the statement, "In looking back I believe that the CSE program was of benefit to me in deciding what to do after leaving high school." (See TABLE 36D)

BEST COPY AVAILABLE

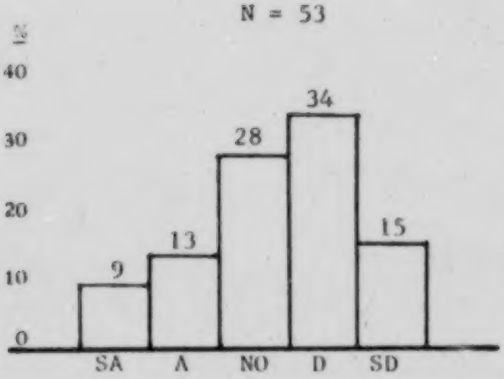


FIGURE 44. Relative frequency of responses by former students to the statement, "The CSE program helped me find my first job after leaving high school. (See TABLE 36E)

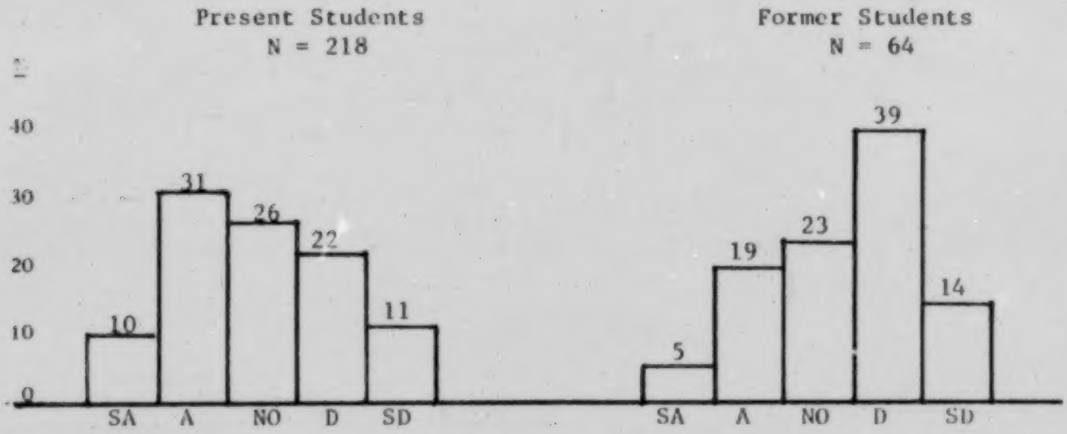
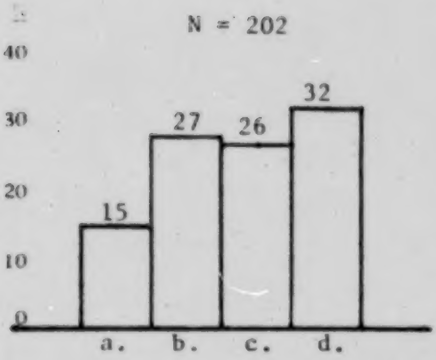


FIGURE 45. Relative frequency of responses by present and former students to the statement, " The CSE program has caused me to change my mind about the occupation I want (wanted) to enter." (See TABLE 36F)

BEST COPY AVAILABLE



Code:

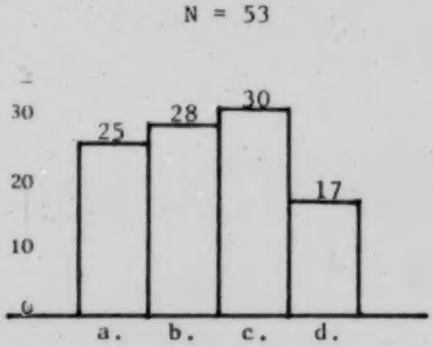
a. The CSE program had absolutely no influence.

b. The CSE program had a little influence.

c. The CSE program had a fair amount of influence.

d. The CSE program had considerable influence.

FIGURE 46. Relative frequency of responses by present students to the question, "If you have made any change in your top three job choices, to what extent have your experiences in the CSE program contributed to this choice?" (See TABLE 36G)



Code:

a. The CSE program had absolutely no influence.

b. The CSE program had a little influence.

c. The CSE program had a fair amount of influence.

d. The CSE program had considerable influence.

FIGURE 47. Relative frequency of responses by former students to the question, "If any of your choices above are different from your choices before starting the CSE program, to what extent did your experience in the CSE program contribute to this change?" (See TABLE 36H)

TABLE 37. Responses to questions concerning additional effort required by high school in preparing students for the future. (See FIGURE 48)

STATEMENT: The CSE program in my high school should do more than it is already doing (did) to prepare us for the future.	Present		Former	
	N	%	N	%
Strongly Agree	42	18	11	17
Agree	81	36	22	34
No Opinion	73	32	20	31
Disagree	24	11	8	13
Strongly Disagree	8	4	3	5
	228	101	64	100

TABLE 38. Usefulness of classroom activities in helping make intelligent career decisions as viewed by CSAs. (See FIGURE 49)

STATEMENT: Those students who have explored different kinds of occupations in the classroom through films, speaking, special reports, etc., have been able to make intelligent career decisions.	N	%
Strongly Agree	1	12
Agree	4	50
No Opinion	2	25
Disagree	1	13
Strongly Disagree	0	0
	8	100

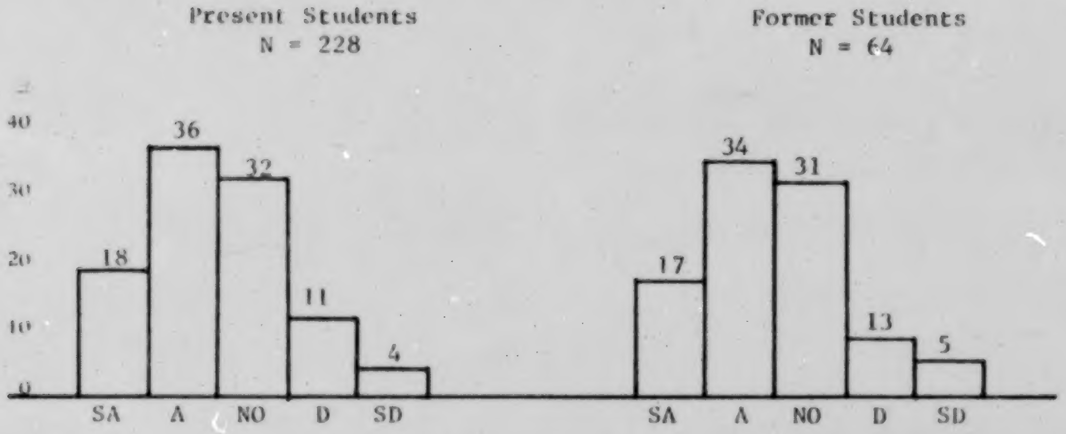


FIGURE 48. Relative frequencies of responses by present and former students to the statement,"The CSE program in my high school should do more than it is already doing to prepare us for the future." (See TABLE 37)

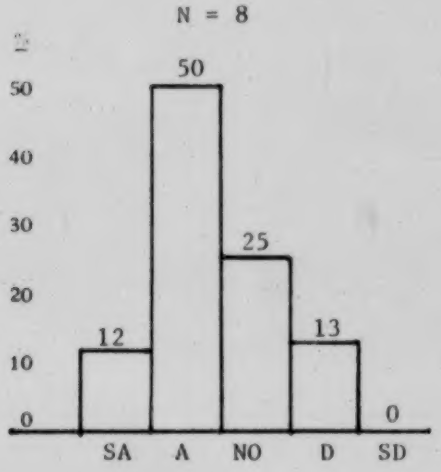


FIGURE 49. Relative frequencies of responses to the statement,"Those students who have explored different kinds of occupations in the classroom through films, speakers, special reports, etc., have been able to make more intelligent career decisions." (See TABLE 38)

TABLE 39. Feelings of school administrators about the value of the CSE program in broadening students' background about the "world of work."

STATEMENT: I felt the CSE program was valuable for students in broadening their background about the world of work.	N	%
Strongly Agree	6	75
Agree	2	25
No Opinion	-	-
Disagree	-	-
Strongly Disagree	-	-
	8	100

Initial Interest and Interest in Repeating the Program

Reasons for Participation and Feelings about Subsequent Participation

Perhaps the most significant observation that can be made from TABLES 40 and 42, and FIGURES 50, 51, 53, and 54 is the strong indication that students would participate again if given a choice. Of the former students 43% indicated they participated in the program as an elective and 25% indicated they were required to participate, but when asked if they would voluntarily participate another time 91% of the former students indicated they would either definitely or probably do so again. Sixty-six percent of the present students indicated they were required to participate in the program. When those required to participate were asked what they would do another time if given a choice 82% indicated they would participate in the program.

In support of this are answers to another question related to the interest they would show another time, (see TABLE 41 and FIGURE 52). Sixty-eight percent of the present students and 91% of the former students indicated that they either agreed or strongly agreed that they would manifest more interest. It is significant that only 3% of the former students had no opinion while 22% of the present students had no opinion. This would suggest that present students are a little less certain as to the value of the program than are former students. Such might be expected in view of the fact that former student's have had occasion to better evaluate the value of the CSE experience.

In comparing the reasons former students participated in the program with those expressed by present students there is a rather marked difference. Only 25% (TABLE 40A) of the former students indicated they were required to participate compared with 66% (TABLE 42A) of the present students. Forty-three percent of the former students, as opposed to 27% of the present students indicated they took the course as an elective. In view of the consistency between present and former students on several other questions it seems a little surprising to note this disparity. It is, of course, possible that the philosophy within certain of the schools changed in the direction of requiring more students to participate. At the same time, however, it is possible that the perceptions of the former students as to why they participated changed over time as a function of their post high school experiences.

Continuing the Program

The feelings by School Administrators, Career Selection Agents, and Community Cooperating Employers run strongly in favor of continuing the program. A review of TABLE 43 and FIGURE 55 indicates that 100% of the School Administrators, 88% of the Career Selection Agents, and 95% of the Community Cooperating Employers either agree or strongly agree with the conclusion that the program should be continued.

BEST COPY AVAILABLE

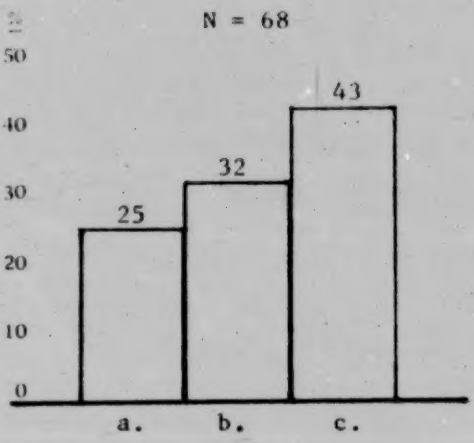
TABLE 40. Reasons why former students participated in CSE program and feelings about subsequent participation.

	N	%
A. QUESTION: When in high school, why did you participate in the CSE program? (See FIGURE 50)		
I was required to participate in the program.	17	25
I was not required to take the program, but I was strongly encouraged.	22	32
I was interested in the program and took it as an elective.	29	43
	68	100
B. QUESTION: Knowing what you do about the CSE program, if you had it to do all over again, would you voluntarily participate in the CSE program? (See FIGURE 51)		
Definitely Yes	42	62
Probably Yes	20	29
Probably No	5	7
Definitely No	1	1
	68	99

TABLE 41. Responses of present and former students relative to interest if program were repeated. (See FIGURE 52)

	Present		Former	
STATEMENT: If I had it to do all over again, I would take more interest in the CSE program.	N	%	N	%
Strongly Agree	57	25	29	45
Agree	99	43	30	46
No Opinion	51	22	2	3
Disagree	12	5	2	3
Strongly Disagree	10	4	2	3
	229	99	65	99

BEST COPY AVAILABLE



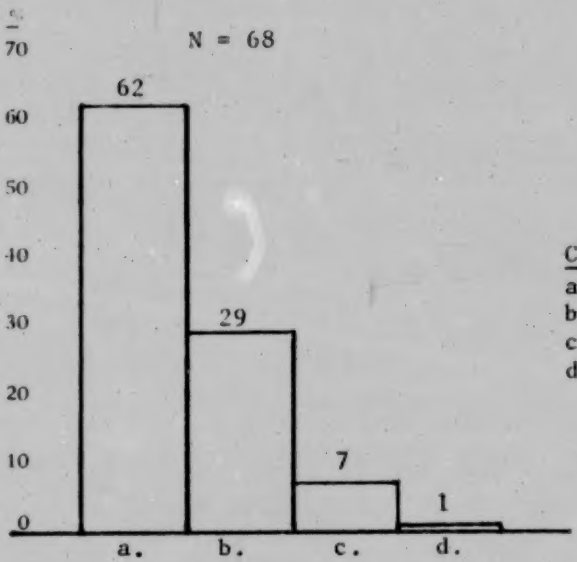
Code:

a. I was required to participate in the program.

b. I was not required to participate in the program, but I was strongly encouraged.

c. I was interested in the program and took it as an elective.

FIGURE 50. Relative frequency of responses by former students to the question, "When in high school, why did you participate in the CSE program?" (See TABLE 40A)



Code:

a. Definitely yes
b. Probably yes
c. Probably no
d. Definitely no

FIGURE 51. Relative frequency of responses by former students to the question, "Knowing what you do about the CSE program, if you had it to do all over again, would you participate in the CSE program?" (See TABLE 40B)

BEST COPY AVAILABLE

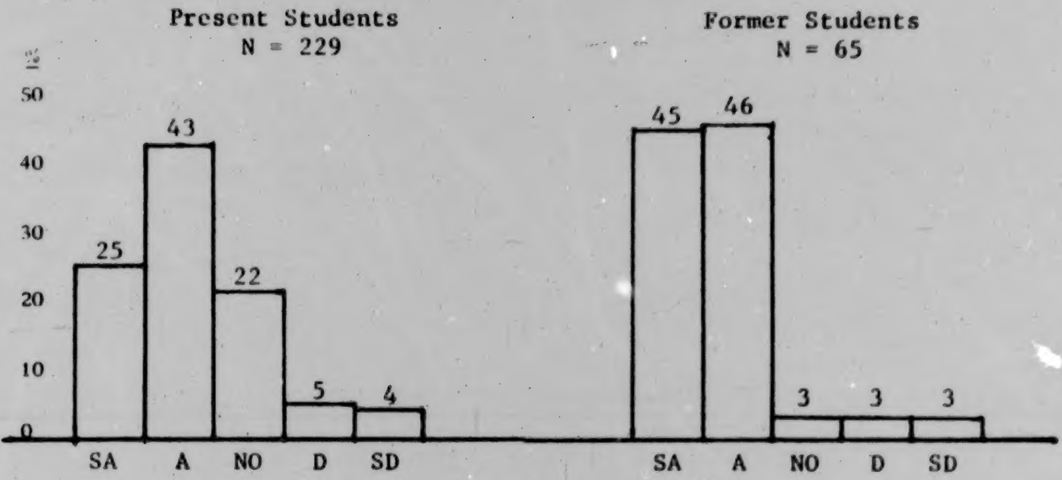
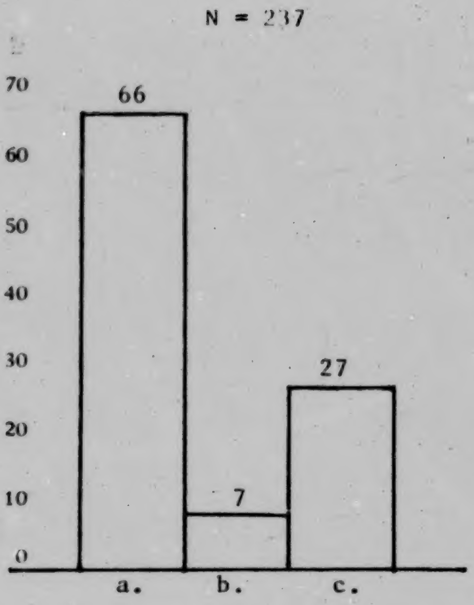


FIGURE 52. Relative frequency of responses by former and present students to the statement, "If I had it to do all over again, I would take more interest in the CSE program." (See TABLE 41)

TABLE 42. Reasons why present students participated in CSE program and feelings about subsequent participation.

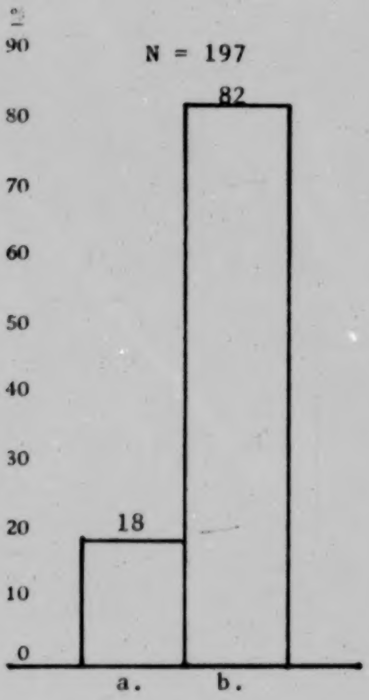
	N	%
A. QUESTION: Why did you participate in the CSE program? (See FIGURE 53)		
I was required to participate in the program.	157	66
I was not required to take the program, but I was strongly encouraged.	17	7
I was interested in the program and took it as an elective.	63	27
	237	100
B. QUESTION: If you indicated in the previous question that you were required to participate, how would you feel another time if you had a choice now that you know what it is all about? (See FIGURE 54)		
I would not participate in the program.	35	18
I would participate in the program.	162	82
	197	100

Note: The total number for the first question indicated that eight individuals responded to more than one alternative. The total number for the second question indicates that approximately 23-40 persons responded that should not have in light of the nature of the question and its relationship with the previous question.



Code:
- a. I was required to participate in the program.
- b. I was not required to take the program, but I was strongly encouraged.
- c. I was interested in the program and took it as an elective.

FIGURE 53. Relative frequency of responses by former students to the question, "Why did you participate in the CSE program?" (See TABLE 42A)



Code:
- a. I would not participate in the program.
- b. I would participate in the program.

FIGURE 54. Relative frequency of responses by former students to the question, "If you indicated in the previous question that you were required to participate, how would you feel another time if you had a choice now that you know what it is all about?" (See TABLE 42B)

TABLE 43. Feelings as to whether the CSE program should be continued. (See FIGURE 55)

	N	%
A. STATEMENT: I would like to continue the program next year.		
School Administrator		
Strongly Agree	6	75
Agree	2	25
No Opinion	-	-
Disagree	-	-
Strongly Disagree	-	-
	8	100
B. STATEMENT: I would like to see the CSE program continued next year.		
Career Selection Agents		
Strongly Agree	5	63
Agree	2	25
No Opinion	-	-
Disagree	-	-
Strongly Disagree	1	12
	8	100
C. STATEMENT: I would like to see the program continued.		
Community Cooperating Employer		
Strongly Agree	37	51
Agree	32	44
No Opinion	2	3
Disagree	-	-
Strongly Disagree	1	1
	72	99

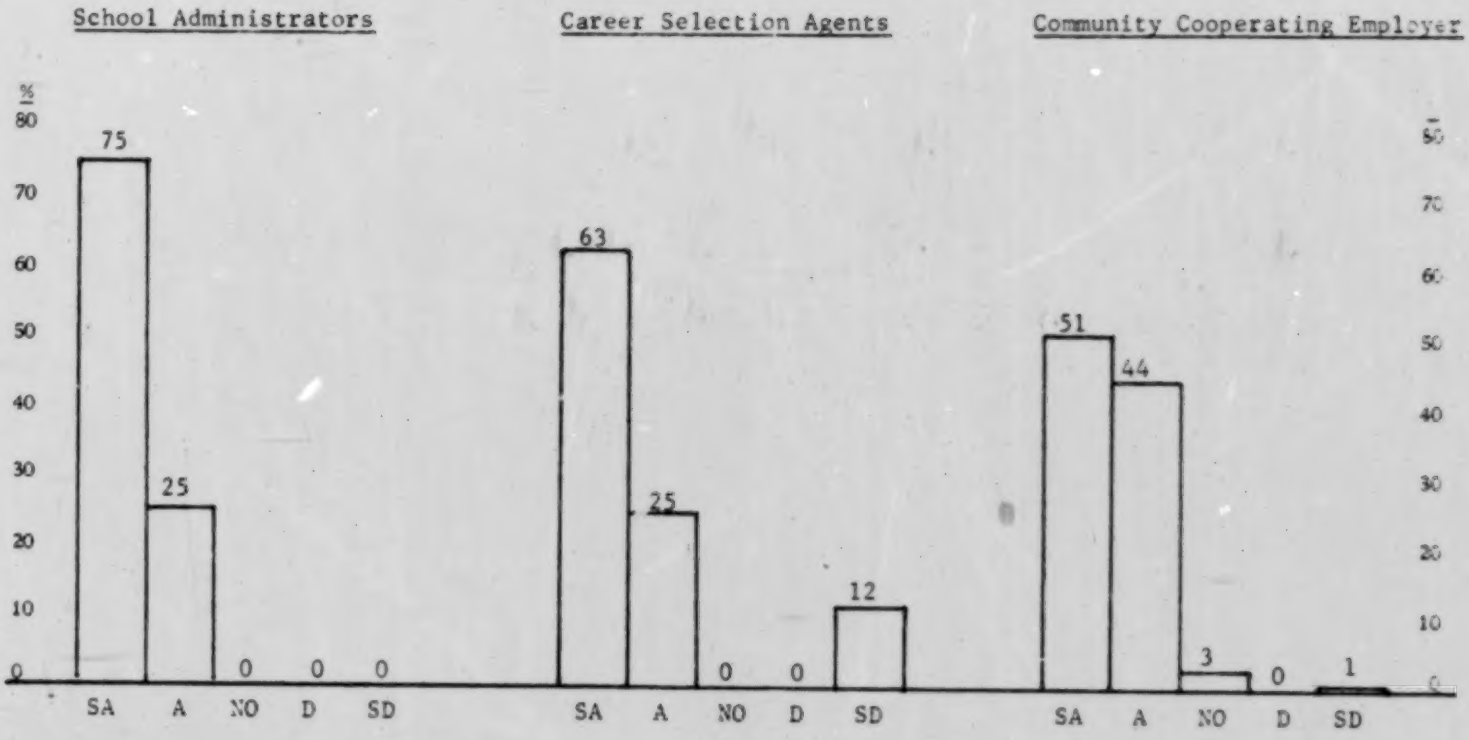


FIGURE 55. Relative frequency of responses by School Administrators, Career Selection Agents, and Community Cooperating Employers to the general statement, "I would like to see the CSE program continued next year." (See TABLE 43)

BEST COPY AVAILABLE

Summary Evaluation

In an effort to derive an overall attitudinal index toward the CSE program, a technique was utilized whereby the respondent could evaluate the CSE program, using seven pairs of bi-polar adjectives. These are as follows:

Bad - Good
Worthless - Valuable
Unimportant - Important
Harmful - Beneficial
Boring - Interesting
Uninformative - Informative
Disorganized - Organized

To indicate this feeling about the program with respect to these seven pairs of adjectives the respondent placed a checkmark in one of seven squares located between the two adjectives (see questionnaires in appendices for illustration). Each of the seven squares was assigned a numerical value from 1 to 7 where a one represented the negative direction and a seven the positive direction. A person's score, or index, is the average of the numbers assigned to the seven squares checked. Respondents in all categories completed this item.

In addition to the overall attitudinal index just referred to there were some attitudinal statements which allowed certain of the categories of respondents to indicate their general feeling toward the entire program. The first two parts of this section are concerned with an evaluation based on the attitudinal index. The third part presents a summary of the responses to the general attitudinal statements.

Comparison Between Five Categories of Respondents

The average ratings for each of the seven pairs of adjectives, and an overall rating for Present Students, Former Students, Career Selection Agents, School Administrators, and Community Cooperating Employers are shown in TABLE 44.

BEST COPY AVAILABLE

TABLE 44. Means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE programs and an overall mean for present students, former students, career selection agents, school administrators, and community cooperating employers.

Bi-Polar Adjectives (Scale: 1-------------7)	Present Students		Former Students		Career Selection Agents		School Administrators		Community Cooperating Employers	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Bad - Good	226	5.80	65	5.95	8	6.25	8	6.50	74	6.28
Worthless - Valuable	225	5.83	67	6.07	8	6.37	8	6.25	74	6.20
Unimportant - Important	225	5.77	67	5.85	8	6.12	8	6.62	73	6.25
Harmful - Beneficial	224	5.95	67	6.07	8	6.37	8	6.37	72	6.36
Boring - Interesting	225	5.10	67	5.52	8	5.87	8	5.62	73	6.11
Uninformative - Informative	226	5.83	67	6.07	8	6.12	8	6.25	73	6.04
Disorganized - Organized	226	5.32	67	5.18	8	5.50	8	6.00	74	5.78
Overall	-	5.66	-	5.82	-	6.09	-	6.23	-	6.15

Based on the scale of 1 to 7 it is apparent that all categories of respondents felt favorable toward the program. Overall mean ratings ranged from a low of 5.66 to a high of 6.23. A mean value of 4 would indicate a neutral feeling, whereas values below 4 would be in the unfavorable direction, and values above a 4 are indicative of positive or favorable reactions. While the overall values for all groups was in the favorable direction there was a definite split between the students (both present and former) and the other three categories of respondents (Career Selection Agents, School Administrators, and Community Cooperating Employers), with the ratings assigned by the students being the lower of the two. The School Administrators had the highest mean rating, followed by the Community Cooperating Employers, the Career Selection Agents, the former students, and the present students, in that order. It is readily apparent that those associated with the administration of the program view the program more favorably than do the students. Of the three groups so associated the mean value of the Career Selection Agents is closest to that of the students. Such might be expected, in view of the rather close personal contact and communication the CSAs have with the students. The other two groups do not have student contact to the same degree as do the CSAs.

The fact that the CSAs have a frame of reference closer to that of the students than that of the other two categories of administrators is supported by rank-order correlations of .85 between the ranking (based on mean values) of the bi-polar adjectives describing aspects of the program (see intercorrelation matrix in TABLE 45). The agreement between the students and the other two administrative groups is considerably less, ranging from .37 to .54. There, likewise, is little agreement between the CSAs and the School Administrators, as evidenced by the correlation of .53. It would appear that there are some rather distinct differences between the perceptions of the CSAs and the School Administrators. While the Community Cooperating Employers do not perceive the program in the same manner as do the students, they do agree to a much greater extent with both the CSAs and School Administrators (correlation of .79 and .72). Former and present students have a high degree of agreement in the ranking of the various dimensions. The correlation is .94.

While the ratings on all dimensions are favorable, some were more favorable than others. Perhaps the most significant observation in this regard is the fact that the two dimensions "Boring - Interesting," and "Disorganized - Organized" generally received the lowest ratings. Both were ranked on the basis of mean scores as sixth or seventh. The only exception to this was in the case of the Community Cooperating Employers who did not rank the "Boring - Interesting" dimension in the bottom two. It was, however, ranked third from the bottom or number five. It is interesting that the present students felt the program to be more boring than did the former students, and the former students felt the program to be more disorganized than boring. It is likely that the program over time and with experience became more organized. At the same time it is not likely that organization modifies to any great extent the intrinsic interest one may or may not have in the subject matter.

The dimensions receiving the highest mean ratings by the students were "Harmful - Beneficial," "Worthless - Valuable," and "Uninformative - Informative." A complete ranking of each dimension (based on mean values) for each of the five categories of respondents is shown in TABLE 46.

TABLE 45. Intercorrelation matrix (Spearman Rank Order Correlation Coefficients) between the five categories of respondents based on the mean values associated with the seven bi-polar adjectives describing aspects of the CSE program.

	Present Students	Former Students	Career Selection Agents	School Administrators	Community Cooperating Employers
Present Students	1.00	.94	.85	.43	.54
Former Students		1.00	.85	.37	.46
Career Selection Agents			1.00	.53	.79
School Administrators				1.00	.72
Community Cooperating Employers					1.00

NOTE: Formula - $r = 1 - \frac{6\Sigma D^2}{N(N^2 1)}$

TABLE 46. Ranking of the various attitudinal dimensions pertaining to the CSE program for five categories of respondents based on magnitude of mean scale values.

Rank	Dimension	
	Present Students	
1	Harmful	Beneficial
2.5	Worthless	Valuable
2.5	Uninformative	Informative
4	Bad	Good
5	Unimportant	Important
6	Disorganized	Organized
7	Boring	Interesting
	Former Students	
2	Harmful	Beneficial
2	Uninformative	Informative
2	Worthless	Valuable
4	Bad	Good
5	Unimportant	Important
6	Boring	Interesting
7	Disorganized	Organized
	Career Selection Agents	
1.5	Harmful	Beneficial
1.5	Worthless	Valuable
3	Bad	Good
4.5	Unimportant	Important
4.5	Uninformative	Informative
6	Boring	Interesting
7	Disorganized	Organized
	School Administrators	
1	Unimportant	Important
2	Bad	Good
3	Harmful	Beneficial
4.5	Worthless	Valuable
4.5	Uninformative	Informative
6	Disorganized	Organized
7	Boring	Interesting

Continued--

TABLE 46, Continued

Rank	Dimension	
	Community Cooperating Employer	
1	Harmful	Beneficial
2	Bad	Good
3	Unimportant	Important
4	Worthless	Valuable
5	Boring	Interesting
6	Uninformative	Informative
7	Disorganized	Organized

Comparison Between Selected Subgroups of Present Students

In addition to the comparison between the five categories of respondents, several sub-groups among the present students were selected for comparative purposes. The sub-groups were selected because it was felt there may be differences between the students in their attitude toward the CSE program. There are undoubtedly several other meaningful comparisons that could be made, but those included appeared to be the most obvious. No comparisons between sub-groups were made of the former students, although, again, several comparisons might perhaps have been meaningful.

A total of 13 comparisons were made. Sub-groups were derived by dividing the present students on the basis of such variables as the reasons for participating in the program, work status, sex, etc.

All of the sub-groups comparisons, the basis for forming the group, the overall mean index for each sub-group, the difference between the overall mean indices for each comparison, and the TABLES in which the detailed results are found are summarized in TABLE 47.

As mentioned previously, the present student responses are considered to be, and have been treated as, census data. Therefore, to the extent that the instrument on which the attitudinal indices are based provided reliable information, the differences between the sub-groups can be considered "real" differences. As will be observed, some of the differences are of rather small magnitude. In this respect it should be noted that the range of individual student responses to the attitude scale of 1 through 7 typically fell in the upper range of the scale. This resulted in a range of responses which is much narrower than the original scale.

In addition, the computed indices on which the differences are based are means and, thus, are even less variable and, therefore, fall in a still narrower range. To illustrate, based upon the total present student group (TABLE 44) the range of overall means was only 5.10 to 5.95. Thus, differences which appear rather small should be considered in light of this fact, as they are likely to be more significant than the magnitude would imply.

BEST COPY AVAILABLE

TABLE 47. Summary of subgroup comparisons of present students, to include the TABLE in which detailed results are summarized, the basis for grouping, the subgroup designations, the overall average (or mean) for each subgroup, and the difference between the overall average indices for each comparison.

TABLE	BASIS FOR GROUPING	SUBGROUP DESIGNATION	OVERALL MEAN OF BI-POLAR ADJECT.	DIFFERENCE
48	Reasons for participating in the program	a. Program required b. Program encouraged or taken as an elective	5.50 6.02	.52
49	Extent to which parents read to them as a child	a. Twice a week b. Very seldom or never	5.84 5.58	.26
50	Number of hours mother employed outside the home	a. Not working b. Working one or more hours	5.57 5.77	.20
51	Work status of students	a. Do not work b. Work part or full time	5.58 5.77	.19
52	Grade of student	a. 10th grade b. 12th grade	5.60 5.76	.16
53	How many books were around the house when growing up	a. A large library, several bookcases b. One bookcase, a few books	5.59 5.74	.15
54	Sex	a. Male b. Female	5.61 5.76	.15

continued--

TABLE 47, continued

TABLE	BASIS FOR GROUPING	SUBGROUP DESIGNATIONS	OVERALL MEAN OF BI-POLAR ADJECT.	DIFFERENCE
55	Highest grade attended by father	a. 10th grade or less b. One year of college or more	5.73 5.59	.14
56	Number of magazines or periodicals read	a. One or less periodicals b. Four or more periodicals	5.55 5.68	.13
57	Number of United States in which lived or visited	a. Five or less states b. Six or more states	5.62 5.75	.13
58	Extent of newspaper reading (See table for further clarification of basis of grouping)	a. Substantial reading b. Little reading	5.63 5.74	.11
59	Number of brothers and sisters	a. Three or less b. Four or more	5.67 5.58	.09
60	Number of different cities, towns, or townships lived in since starting high school.	a. One b. Two or more	5.72 5.63	.09

BEST COPY AVAILABLE

By way of a general summary concerning the comparison between sub-groups, certain comments can be made. It should be emphasized that several of the observations are speculative only. Research should be conducted to investigate the legitimacy of the observations.

1. As might be expected those students indicating that they were encouraged to take the course, or took it as an elective, had a higher mean score than did those that were required to participate in the program.
2. Females had higher mean scores than did males.
3. Twelfth grade students had higher mean scores than did 10th grade students. Such might be expected on the basis of the fact that 12th grade students are likely to be more concerned over their job future because of the immediacy of their graduation. Tenth grade students on the other hand still have time for decisions and consequently do not become as involved with the program.
4. Students whose fathers had a 10th grade or less education scored higher* than those students whose father had completed one or more years of college. It is conceivable that students whose father completed one or more years of college view the program as less valuable because of an existing intention for the student to go on for additional training, while students whose fathers have a 10th grade or less education are more oriented to the work environment. A study may be suggested in this regard to determine the relationship between the level of a father's education and the student's aspirations.

* Scored higher means "Valued the program higher."

5. Student's having three or fewer brothers and sisters score higher on the average than do students having four or more brothers and sisters. The rationale behind this pattern is not clear.

6. Students who are working in addition to going to school, and students whose mothers are working outside of the home have higher mean scores than students who are not working and students whose mothers are not working. This pattern might be related to the place that work plays in student values. In addition, this pattern might relate to a previous observation concerning the fact that students whose fathers have a 10th grade or less education also have higher mean values. To the extent that education is related to income it may, as a rule, be more necessary for both mother and student to work in order to maintain the financial independence desired.

7. Two sub-group comparisons related to the experience of the students in traveling to various states and the number of different locations in which he (she) has lived. The pattern is not clear in this situation, as those students receiving the higher mean scores are those who have traveled in six or more states, and those students who have only lived in one city, town, or townships. Those receiving lower scores were those who had traveled to five or less states, and those who had lived in two or more cities, towns and townships. One might more reasonably expect that a more consistent result would be where either high or low scores would be achieved by students whose travel and living experiences were considered broading, i.e. living in six or more states, and two or more cities, towns, and townships. The

direction would be left open for discussion, but it would appear on the surface that they should be similar in outcome.)

8. A similar question is presented when considering the four sub-group comparisons concerning reading experiences (both early and current), and the availability of reading material with respect to the early reading experiences. The students who scored highest were those whose parents had read to them when they were small at least twice a week. At the same time students who had only one bookcase of books also scored high. This is in contrast to the lower scores achieved by students whose parents seldom or never read to them and also those students who had access to several bookcases of information. (The reason for this outcome was not clear. One might reasonably expect that students who were read to intensively at an early age and those having several bookcases full of books would score in the same direction. The same would hold for the other two alternatives i.e. no reading and one or less bookcases.)

Two other sub-group comparisons concerns the current reading habits of the present students. The same apparent lack of rationality exists in these two situations. Those groups of students scoring high are those who read four or more periodicals regularly but also do very little reading of the newspapers. Those scoring low are those reading one or less periodicals and those doing substantial reading of the newspapers.

Besides a comparison of the overall mean values of the various sub-group comparisons it is interesting to note, from a review of the tables pertaining to the comparisons, the various dimension receiving the lowest and highest mean values for each sub-group. Of the 26 sub-groups (13 comparisons) every group except three recorded the lowest mean score as being on the "Boring - Interesting" dimension. The three groups not indicating Boring as their lowest score indicated the dimension of "Disorganization - Organization" as the problem. As far as the highest mean score is concerned, of the 26 groups 20 of them identified the "Harmful - Beneficial" demension, four the "Bad - Good" dimension, and two the "Worthless - Valuable" dimension.

Value of the Program

Changing contexts, present and former students were asked the degree to which their friends liked the CSE program. TABLE 61A and FIGURE 56 indicate that 59% of the present students and 67% of the former students either agreed or strongly agreed that their friends liked the program. Only 16% of the present students and 5% of the former students felt that their friends did not like the program.

When asked how worthwhile the program was, 86% of the present students and 89% of the former students agreed or strongly agreed that the program was worthwhile, and only 6% of the present students and 5% of the former students did not feel that to be the case. (See TABLE 61B and FIGURE 57).

The Community Cooperating Employers reflected their feelings about the value of the program by 78% either agreeing or strongly agreeing that if job openings existed they would hire most of the students they had temporarily employed. (See TABLE 62B and FIGURE 58). In addition, 92% felt that the program was beneficial to the students (TABLE 62A, and FIGURE 59).

TABLE 48. A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of present students split on the basis of reasons for participating in the program.

Bi-Polar Adjectives (Scale: 1--------------------7)		Program Required		Program Encouraged or Taken as Elective	
		N	Mean	N	Mean
Bad	Good	144	5.62	77	6.22
Worthless	Valuable	143	5.73	77	6.10
Unimportant	Important	142	5.65	72	6.03
Harmful	Beneficial	142	5.82	76	6.14
Boring	Interesting	141	4.76	76	5.75
Uninformative	Informative	144	5.70	77	6.17
Disorganized	Organized	147	5.24	77	5.71
Overall		-	5.50	-	6.02

TABLE 49. A comparison of means of responses on seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of present students split on the basis of the extent to which parents read to them as a child.

Bi-Polar Adjectives (Scale: 1--------------------7)		Twice a Week		Very Seldom or Never	
		N	Mean	N	Mean
Bad	Good	103	5.95	69	5.68
Worthless	Valuable	103	5.98	69	5.72
Unimportant	Important	103	5.93	69	5.65
Harmful	Beneficial	103	6.14	70	5.79
Boring	Interesting	102	5.31	69	5.09
Uninformative	Informative	104	6.06	68	5.72
Disorganized	Organized	103	5.53	69	5.39
Overall		-	5.84	-	5.58

TABLE 50. A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program, and an overall mean for two groups of present students split on the basis of the number of hours the mother is employed outside of the home.

Bi-Polar Adjectives (Scale: 1--------------------7)		Not Working		Working One or More Hours	
		N	Mean	N	Mean
Bad	Good	136	5.65	95	6.03
Worthless	Valuable	137	5.80	94	5.93
Unimportant	Important	131	5.56	94	5.98
Harmful	Beneficial	129	5.84	93	6.01
Boring	Interesting	134	5.07	95	5.26
Uninformative	Informative	131	5.73	94	5.84
Disorganized	Organized	131	5.36	94	5.37
Overall		-	5.57	-	5.77

TABLE 51. A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of present students split on basis of work status.

Bi-Polar Adjectives (Scale: 1--------------------7)		Do Not Work		Work Part or Full Time	
		N	Mean	N	Mean
Bad	Good	115	5.70	115	5.96
Worthless	Valuable	113	5.82	110	5.84
Unimportant	Important	114	5.86	110	5.75
Harmful	Beneficial	113	5.86	109	6.03
Boring	Interesting	110	4.78	110	5.43
Uninformative	Informative	110	5.77	111	5.93
Disorganized	Organized	109	5.21	108	5.47
Overall		-	5.58	-	5.77

TABLE 52. A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of present students split on the basis of grade.

Bi-Polar Adjectives (Scale: 1-------------------7)		10th Grade		12th Grade	
		N	Mean	N	Mean
Bad	Good	98	5.68	80	6.00
Worthless	Valuable	98	5.88	79	5.86
Unimportant	Important	98	5.73	78	5.94
Harmful	Beneficial	97	6.03	79	5.99
Boring	Interesting	98	4.71	79	5.48
Uninformative	Informative	98	5.84	79	5.84
Disorganized	Organized	99	5.33	78	5.19
Overall		-	5.60	-	5.76

TABLE 53. A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program, and an overall mean for two groups of students split on the basis of how many books were around the house when growing up.

Bi-Polar Adjectives (Scale: 1---------------------7)		Large Library Several Bookcases		One Bookcase a Few Books	
		N	Mean	N	Mean
Bad	Good	98	5.86	127	5.79
Worthless	Valuable	96	5.78	127	5.90
Unimportant	Important	97	5.67	126	5.91
Harmful	Beneficial	96	5.91	127	5.94
Boring	Interesting	98	5.04	126	5.19
Uninformative	Informative	99	5.78	125	5.94
Disorganized	Organized	97	5.13	126	5.53
Overall		-	5.59	-	5.7[illegible]

TABLE 54. A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of present students split on the basis of sex.

Bi-Polar Adjectives (Scale: 1----------------------7)		Boys		Girls	
		N	Mean	N	Mean
Bad	Good	113	5.66	111	5.97
Worthless	Valuable	113	5.64	110	6.06
Unimportant	Important	113	5.71	110	5.94
Harmful	Beneficial	112	5.91	110	6.01
Boring	Interesting	113	5.14	110	5.09
Uninformative	Informative	111	5.85	111	5.87
Disorganized	Organized	113	5.34	110	5.34
Overall		-	5.61	-	5.76

TABLE 55. A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of present students split on the basis of the highest grade attended by father.

Bi-Polar Adjectives (Scale: 1-------------------7)		10th Grade or Less		One Year of College or More	
		N	Mean	N	Mean
Bad	Good	85	5.89	54	5.81
Worthless	Valuable	84	5.93	54	5.89
Unimportant	Important	84	5.86	54	5.74
Harmful	Beneficial	83	5.92	54	5.98
Boring	Interesting	84	5.19	54	4.89
Uninformative	Informative	85	5.84	54	5.83
Disorganized	Organized	84	5.46	54	4.98
Overall		-	5.73	-	5.59

TABLE 57. A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of students split on the basis of number of States in which students have lived or visited.

Bi-Polar Adjectives (Scale: 1---------------------7)		Five or Less States		Six or More States	
		N	Mean	N	Mean
Bad	Good	130	5.69	96	5.98
Worthless	Valuable	125	5.76	95	5.91
Unimportant	Important	128	5.71	95	5.93
Harmful	Beneficial	126	5.84	94	6.06
Boring	Interesting	126	5.09	94	5.10
Uninformative	Informative	129	5.81	96	5.88
Disorganized	Organized	124	5.41	93	5.40
Overall		-	5.62	-	5.75

TABLE 56. A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of students split on the basis of number of magazines or periodicals read.

Bi-Polar Adjectives (Scale: 1---------------------7)		One or Less Periodicals		Four or More Periodicals	
		N	Mean	N	Mean
Bad	Good	30	5.73	96	5.86
Worthless	Valuable	30	5.73	96	5.91
Unimportant	Important	30	5.97	97	5.80
Harmful	Beneficial	30	6.00	96	5.97
Boring	Interesting	30	4.70	96	5.27
Uninformative	Informative	30	5.57	96	5.82
Disorganized	Organized	30	5.13	96	5.09
Overall		-	5.55	-	5.68

TABLE 58. A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of present students split on the basis of extent of newspaper reading.

Bi-Polar Adjectives (Scale: 1--------------------7)		a. Substantial Reading		b. Little Reading	
		N	Mean	N	Mean
Bad	Good	125	5.78	99	5.87
Worthless	Valuable	125	5.82	98	5.88
Unimportant	Important	125	5.71	98	5.94
Harmful	Beneficial	124	5.93	98	5.97
Boring	Interesting	125	5.06	99	5.18
Uninformative	Informative	125	5.81	99	5.91
Disorganized	Organized	126	5.33	98	5.39
Overall		-	5.63	-	5.74

a. Read one or more newspapers thoroughly each day; read parts of a newspaper each day; read parts of more than one newspaper each day.

b. Read a newspaper two or three times per week; seldom read a newspaper; never read newspapers.

TABLE 59. A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of present students split on the basis of the number of brothers and sisters.

Bi-Polar Adjectives (Scale: 1--------------------7)		Three or Less		Four or More	
		N	Mean	N	Mean
Bad	Good	114	5.80	115	5.77
Worthless	Valuable	113	5.90	114	5.75
Unimportant	Important	114	5.78	114	5.70
Harmful	Beneficial	113	6.08	113	5.72
Boring	Interesting	116	5.11	118	5.07
Uninformative	Informative	113	5.81	112	5.76
Disorganized	Organized	114	5.25	112	5.35
Overall		-	5.67	-	5.58

TABLE 60. A comparison of means of responses on a seven-point scale to bi-polar adjectives describing aspects of the CSE program and an overall mean for two groups of students split on the basis of number of different cities, towns, or townships lived in since starting school.

Bi-Polar Adjectives (Scale: 1----------------------7)		One		Two or More	
		N	Mean	N	Mean
Bad	Good	120	5.89	103	5.74
Worthless	Valuable	117	5.94	102	5.75
Unimportant	Important	121	5.86	101	5.75
Harmful	Beneficial	114	6.03	100	5.88
Boring	Interesting	122	5.06	103	5.23
Uninformative	Informative	120	5.86	104	5.78
Disorganized	Organized	122	5.48	101	5.29
Overall		-	5.22	-	5.63

TABLE 61. Responses of present and former students to statements reflecting value of program generally.

		Present		Former	
		N	%	N	%
A. STATEMENT: Most of my friends in the CSE program liked it. (See FIGURE 56)					
	Strongly Agree	28	12	12	19
	Agree	107	47	30	48
	No Opinion	57	23	18	29
	Disagree	20	9	1	2
	Strongly Disagree	16	7	2	3
		228	98	63	101
B. STATEMENT: All things considered, I feel that the CSE program is a worthwhile program. (See FIGURE 57)					
	Strongly Agree	81	35	32	50
	Agree	117	51	25	39
	No Opinion	20	9	4	6
	Disagree	6	3	2	3
	Strongly Disagree	7	3	1	2
		231	101	64	100

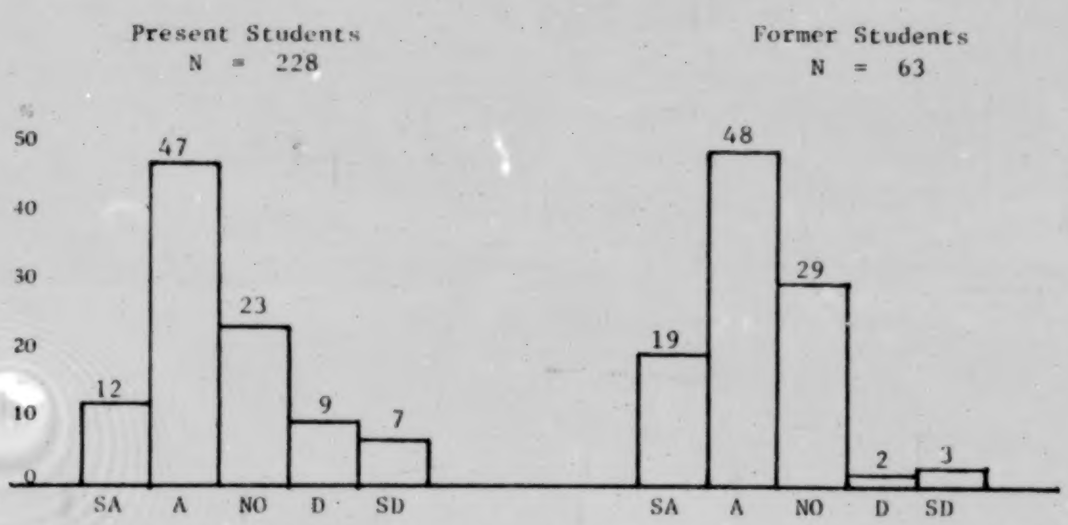


FIGURE 56. Relative frequency of responses by present and former students to the statement, "Most of my friends liked the CSE program." (See TABLE 60A)

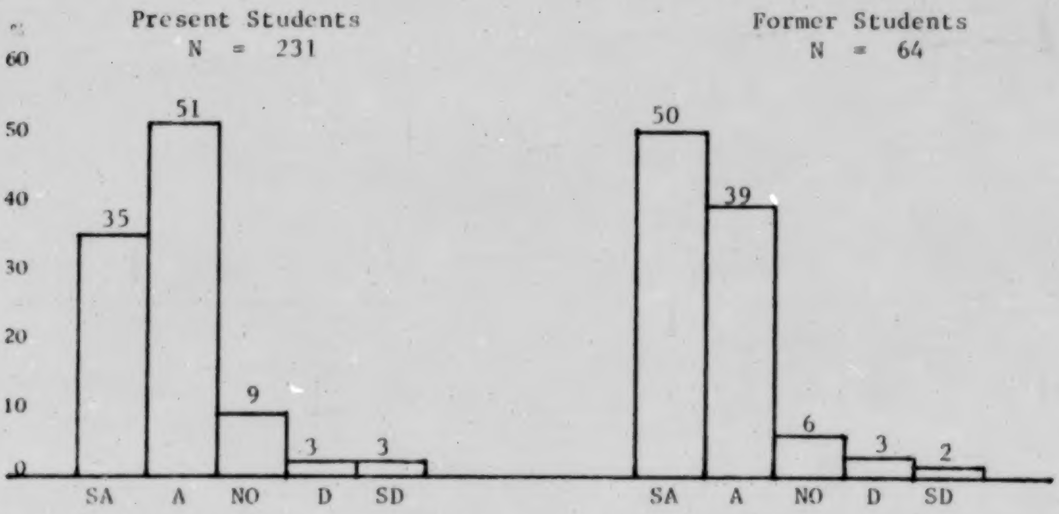


FIGURE 57. Relative frequency of responses by present and former students to the statement, "All things considered, I feel that the CSE program is a worthwhile program." (See TABLE 60B)

BEST COPY AVAILABLE

TABLE 62. Responses to statements by the Community Cooperating Employer reflecting value of the program generally.

		N	%
A. STATEMENT: The program was beneficial to the student. (See FIGURE 58)			
	Strongly Agree	22	31
	Agree	44	61
	No Opinion	4	6
	Disagree	1	1
	Strongly Disagree	1	1
		72	100
B. STATEMENT : If I had job openings for the students I had in the CSE program, I would hire most of them. (See FIGURE 59)			
	Strongly Agree	13	20
	Agree	38	58
	No Opinion	9	14
	Disagree	4	6
	Strongly Disagree	1	2
		65	100

BEST COPY AVAILABLE

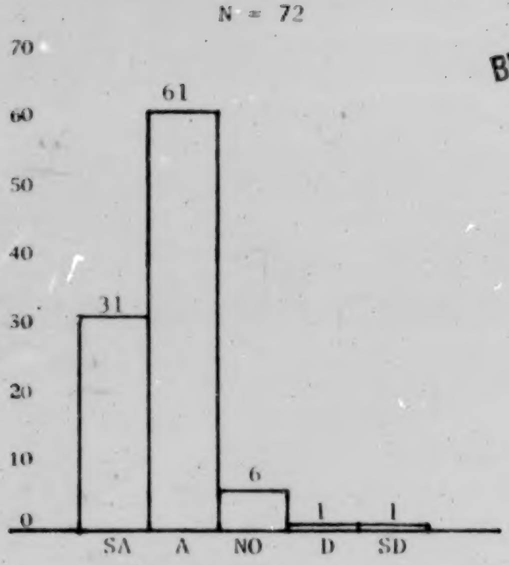


FIGURE 58. Relative frequency of responses by Community Cooperating Employers to the statement, "The program was beneficial to the student." (See TABLE 61A)

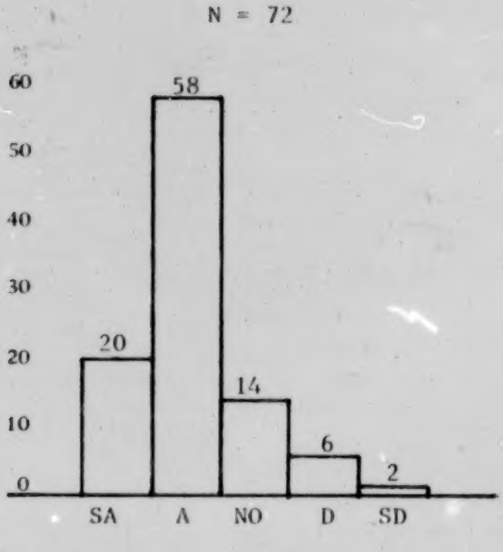


FIGURE 59. Relative frequency of responses by Community Cooperating Employers to the statement, "If I had job openings for the students I had in the CSE program, I would hire most of them." (See TABLE 61B)

Comments by Respondents

Comments were solicited from all respondents. With the exception of the present students, comments were in response to three open-ended questions pertaining to strengths of the program, weakness of the program, and recommendations for improvement. Present students were not asked to recommend improvements.

In addition, when completing the School Program Questionnaire, the Career Selection Agents were requested to comment on (1) the problems encountered in implementing the program, and (2) the cooperation received from the community.

The comments submitted are summarized below. It should be noted that most of the responses were multiple in nature and pertained to several areas. The responses have been analyzed and the comments relative to the various areas grouped according to content and appropriately labeled and categorized. The response frequency to the various areas is also presented.

Strengths of CSE Program

Present Students

Curriculum:

(Response Frequency)	(Comment Grouping)
58	field trips
46	speakers
36	films and film strips
12	tests (which were felt to give the person a better understanding of himself and what he could do)
9	materials
8	interviews

6	research paper
5	reports
2	discussions
2	convention
1	class
Individuals:	
6	the teacher made the course interesting
3	the people who were interested in the program
2	the counselor was helpful
1	the people for whom they worked
On-the-Job Experience:	
36	gave the opportunity to learn about different jobs
27	provided on-the-job training, chance for experience, chance to work
4	provided learning about the practical side of the working world
1	made them aware of job competition
1	gave opportunity to find out what they liked and disliked about a job
Skills:	
7	gave a background of how to find a career and prepare for it.
5	gave an opportunity to accept responsibility
3	gave an opportunity to learn how to get along with people
2	gave a useful background in looking for and applying for a job
Other:	
8	provided experience in chosen field, how to get into it, what it was like
7	helped in making career decision

1	"made you think"
1	provided opportunity to realize that the work was something they could do if they had to
1	provided opportunity to learn something besides school work

Former Students

Curriculum:

20	field trips
11	interviews
9	films
4	tests (being able to see skills and abilities)
3	projects, research paper
2	classwork
1	tools and supervision provided to work on chosen projects

Individuals:

6	the counselor was helpful
1	the teacher was helpful

On-the-Job Experience:

3	gave an opportunity to learn about the business world and indicated the importance of an education when looking for a job
1	"better than all of the written work in class"
1	"chance to work so I could decide on an occupation, saved time in college, helped me to feel confident"
1	"opportunity to weld"
1	"chance to earn money and credit for class"

Skills:

3	was helpful in learning what to do to get a job

Other:

3	the program brought in new materials the school needed
3	chance to find out information about different jobs
1	chance to learn if the work you liked best was needed in the country
1	opportunity to find out about occupation they were interested in
1	gave an understanding of many skilled jobs
1	was a chance to explore different jobs and see necessary skills
1	"made me think"
1	"helped me find a good career"
1	"class was like life - you get out of it what you put in"
1	"class held my interest thoroughly...I now see I wasn't mature enough to take advantage of the opportunities offered"

Career Selection Agents

3	relating to the total involvement of the schools
3	relating to the excellent materials
2	relating to the insight given students to the world of work
1	relating to "the opportunity for young people to plan for the future"
1	relating to the information on different jobs
1	relating to "students" learning to work for other rather than his parents
1	relating to "finding the program more interesting than other classwork"
1	relating to development of job attitudes and(for some) "job skills"
1	relating to the use of local resources

1	relating to the professional services brought into a rural area

School Administrators

1	Students were introduced into the world of work
1	Counseling was felt to be more effective as a result of the program
1	It was a "practical, on-going program rated highly by involved students who see it as relative and realistic. Because it has meaning for students, it keeps them interested in school. The program helps to point out abilities and interests, as well as indicating weaknesses in a way youth will accept. They are then willing to work harder in other subjects to overcome their weaknesses. It thus provides a stimulus for study through realistic goals "
1	The program provided for the non-college bound student
1	The program provided for both college bound and terminal students
1	It created parent and community interest in further education and a deeper interest in the general welfare of schools
1	"The program broadens the student's background, giving a broad spectrum of work. It promotes student awareness of a need to plan his future "
1	"It provides resources in research jobs, guidance, and a notebook of information for outside use"

Community Cooperating Employer

13	The skills learned by students such as confidence, ability to get along with all types, meeting the public, independence, responsibility, promptness, obeying orders, office procedure, making change
10	The opportunities for multiple avenues of exploration which helped students (1) determine whether they would like an actual field, (2) make decisions, and (3) think about the future and professional ambitions
9	It demonstrated the value of practical experience in helping students learn what might be expected in preparing students for later training and in giving on-the-job training

6	The experience showed students the reality of work, that work is advantageous, and their insights were gained "without too much grief"
5	It resulted in a better counseling relationship between student and teacher as the student recognized individual interest, aptitudes and abilities
3	It was of special benefit to boys uninterested in college, showing them rewards of skilled trades, and teaching them things of greater interest than classroom work.
2	It gave the aid to the businessman, giving him part-time help and a chance for recruitment
2	It gave the aid to the schools, giving them contacts with business and government, promoting cooperation between school and agencies
1	It gave the benefit to those who are ambitious

Summary

There were some strengths of the program which were mentioned by every group. Most prevelant was the value of the experience in providing a background of information which would help the student make future decisions about the type of work he would like to do, and how to find a job. Another widely mentioned strength was the insight the student gained about the reality of the working world. Other advantages noted by more than one group were the enrichment of the school's resources by the new materials brought in by the program, and the increased interaction between the schools and the community.

Weaknesses of the CSE Program

Present Students

Curriculum:

(Responses Frequency)	(Comment Grouping)
15	not enough field trips or no field trips
9	classroom work (reading out of a book)
7	research done out of area of interest
6	time consuming part: reading, taking notes, making reports, writing during film so couldn't watch
6	not enough speakers and interviews
5	not enough material on occupation when needed
5	public speaking (reports, talking on tapes)
5	career games
4	film strips (boring, out of date)
4	films outdated
4	not enough films about different occupations - should be about small towns as well as cities
3	research paper
3	not enough time for research
3	study booklet
2	too many forms and tests
2	keeping notebook
2	math courses
2	too much emphasis on retail occupations
2	too much busy work (reading, books)
2	too much research per week

1	not enough help on choice of college and jobs
1	lectures
1	no chance to use reader-printer
1	income tax class
1	questions in PQRST demanded too much detail

On-the-job Experience:

2	sometimes nothing to do at job
2	not enough time on job
1	not enough jobs for girls
1	working at things that did not pertain to job chosen
1	too much inside work - not getting out of office
1	"machinery end of things"
1	no consideration of credit for person with summer job or part-time job
1	interesting jobs not available in my community

Other:

2	not well organized
2	comments indicated the student already had his goals established and received little help from the program
2	comments suggested the students felt coerced into a career choice
1	complaints from students about those who "acted up" on field trips
1	"kids took course just to get out of other classes"
1	principals lacked knowledge of the program

Former Students

Curriculum:

8	time-consuming job reports, research paper - "researching an area I was uninterested in" - "waste of time learning I wouldn't be a successful "________________"
5	not enough field trips
5	not enough films
4	not enough classes
4	not enough on-the-job training
4	class work
3	speakers dull
1	not enough materials to read
1	classes too large
1	not enough interviews (need speakers for small areas)
1	not enough outlined to do
1	not enough individual help
1	busy work
1	too many tests - never learned results
1	not enough time to explore two or three jobs
1	no emphasis on learning about many jobs
1	grading system

On-the-job Experience:

3	not enough jobs to choose from
2	employers did not give trainee experience
1	no money for work
1	student should be allowed to work at the job he has ability and interest for
1	not enough supervision

Other:

12	program unorganized (just new)
1	- "but now two years later the program is well thought of"
1	required nature of class - should be elective
1	fellow classmates immature, didn't recognize the world outside the community
1	"pushed into the class and college I didn't like"

Career Selection Agent

4	There is a need for better public relations to explain the program to the community. Communications between offices was inadequate. Patrons were uninformed. It was hard to procure evaluations.
3	There was not enough time to work with students
3	There was great complaint of the distance to resources for vocational training
2	Some students "viewed the program for the lower IQ student"
1	CSA has too many other academic obligations to give time to the program
1	The program is too individualized schoolwise and needs a central core curriculum
1	"Varying students schedules made group meetings difficult"
1	Some students misused the program to fill up schedules. Other students "failed to show up for jobs until check visits."

School Administrators

3	The greatest problem was the lack of job opportunities in a small community
1	Small communities are not close enough to big cities to transport students for jobs or field trips
1	There was a lack of materials - available films on jobs were obsolete

1	There was difficulty in obtaining community understanding and backing
1	Employers did not provide challenging jobs for interested students
1	There were problems of scheduling time for class and on-the-job experience
1	There was difficulty in giving adequate follow-up for on-the-job experience
1	Loss of trained personnel to higher paying positions hampered the program
1	There were too many people involved in handling records
1	Students talked their way into the program to get away from school, thereby misusing the program

Community Cooperating Employer

5	time periods with students too short; "more than a brief exposure to a job is necessary"
3	not enough student level jobs in a small community
3	shortage of interested students - (One suggested that most students were uninterested in the retail experience available in a small community)
3	more advance information needed before a student works
3	lack of supervision of working students
2	better screening necessary - "more evaluation of what the student can and cannot do"
2	"student does not take his job seriously," lack of knowledge of proper care of equipment
2	allows students to spend too much time out of school - used the experience as an outing
2	complaints about other employers who (1) allow students privileges not accorded regular employees, and (2) complain about students but give high marks to keep in good graces of faculty advisor
2	not enough students in the program

1	"not enough coordination between school and dealer"
1	"public acceptance of skill jobs in the community too low"

Summary

A problem which was mentioned by every group except the CSA was the lack of job opportunities in a small community. Such a situation illustrates rather markedly the importance of some orientation program. This is not an internal weakness of the program, however. One weakness was felt to be in the difficulty of scheduling a long enough period of time for on-the-job experience. The CSAs were the only ones who felt that communications and public relations were real problems. The Community Cooperating Employers did not indicate this. This might suggest that the Community Cooperating Employers wanted to be left alone, while the CSAs felt the need for maintaining expensive contact.

Problems Encountered in Implementing the CSE Program

Nine administrators indicated the problems they encountered in implementing the Career Selection Education program. Twelve problems were cited.

lack of time in school program
insufficient time to work with students
lack of time-blocks for visits, training, and CSE classes
lack of time for field trips (mentioned by 3)
lack of time to coordinate community training
failure to some students to show up on scheduled time
distance to centers
lack of funds for field trips (mentioned by 2)
getting the GATB administered and scored
not enough higher skilled vocations (in the area) to explore
lack of knowledge of the program on part of new schoolboard members
lack of energy

It will be noted from the above that lack of time seemed to be the greatest problem. Because of the experimental nature of the program it is likely that no special allowances were made for the demands of the program. Consequently the responsibilities associated with administering the program were "tacked on" to existing responsibilities.

Cooperation Received From the Community

Eight respondents assessed the cooperation they received from the community in establishing the program as follows:

6 "excellent"

2 "very good"

One respondent mentioned the need for orienting patrons of businesses where a student was employed. Another regretted the limited resources available for part-time employment of students in a small community.

Suggestions for Improvement

Former Students

(Responses Frequency)	
30	increased program by: more field trips (15) -more materials (5) -more varied speeches, incorporate help from professional branches of the service, vocational and trade schools (4) -more on-the-job training, (try several jobs before working on one for any length of time) (3) -more time on the job (1) -more research on training schools and colleges (1) -more time to find out about jobs (1)
8	more planning and better organization in field trips, programs (trips need to be organized not to see plant but to learn jobs)
3	better community cooperation
2	better division groups so that the more mature can take advantage of the class
1	more funds from the government
1	more concentration on students not going to college
1	better orientation: ("tell students that college isn't so hard - you seem to be scaring them")
1	better explanation: "explain how important it is to know what you want to do"
1	better survey of students' interests
1	better selection of career oriented classes in high school
1	more program electives, (credit should be given)

1	better discipline "make kids work at jobs instead of goofing"
1	more strict on quality of papers to be done
1	earlier start of program (when students are younger)
1	more time to study in class
1	more time in CSE class each day
1	more in-depth study of occupations
1	more help to students in their particular field of interest
1	more encouragement in the program by teachers
1	more study of program opportunities "don't expect students to have an occupation clearly in mind"
1	more explanation of costs and years involved in training

Career Selection Agent

3	recommendations for training of CSAs: (1) more meetings of CSAs (2) preparation of CSAs for wise use of tests by WSSSP, and (3) an annual conference of CSAs to discuss problems or strengths
2	improving communications by: (1) developing a good public relations program, and (2) "better communication between CSAs and WSSSP States Directors"
2	providing more time for CSE classes
1	providing "more material for the individual"
1	"involving of more girls"
1	making better selection of students
1	making more funds available to provide more time with students

School Administrators

2	provide more equipment - in areas other than woodworking - extension of microfiche cards

1	broaden the program to include more students
1	work with college counseling services
1	use training centers to better advantage
1	organize more systematic supervision by the Career Selection Agents
1	allow the CSA more time to visit students on the job
1	implement the program without taking time from regularly scheduled classes
1	increase training for CSAs
1	expand the CSA workshop
1	release time from school for work experience

Community Cooperating Employers

Ways to improve the Career Selection Education program were suggested in 28 replies. Four said that there was no need for improvement, and one indicated that he did not have enough knowledge about the program to comment.

7	involve more students in the program
5	allow more job opportunities in order for each student to have a variety of experience
3	devise a more realistic evaluation system than grading (perhaps a daily report sheet to the instructor on what was learned or a paper at the end of the experience)
2	give help to organizations in methods of teaching students; furnish employers with a list of subjects being taught each month
2	make students aware of responsibility to employers ("impress students with an obligation to perform orderly and proficiently")
2	screen students more carefully, (choose only students expressing a strong desire to learn of the organization")

1	establish a closer relationship between school and State Employment Service
1	use a small salary as an incentive for boys who are good workers
1	increase resource materials in the field

Summary

Suggestions for improvement correlated by group with the weaknesses perceived by that group. The most noticeable trend was the suggestion to increase the program with "more" of everything, i.e., time, participants, training, field trips, etc. There was definite agreement between School Administrators and Career Selection Agents that the training program and workshop for the CSAs be expanded.

DESCRIPTIVE INFORMATION

This section is devoted to reporting the findings of the survey relative to the general background of the respondents. A good deal of background information on the student respondents was collected by the questionnaire. Most of it is self explanatory, but different parts of it will be interesting and useful to different people. All of this information has been tabulated and is presented in this section so that it may be used as needed. The results pretty well conform to what one might expect of students and former students going to school in relatively small rural communities. Typical of some facts brought out by the survey are:

Most of the students were living at home or lived there during their high school period.

About an equal number of boys and girls were enrolled in the CSE program.

The CSE program has been active for only the past few years and most of the former high school students who participated in the program did complete their high school program.

Most of the mothers in the families do not work and most families have income under $9000.

About one-half of the students worked part-time during the school year and about half of them worked full time during the summer. Most of the students worked for someone other than their own fathers. Those who did work for their fathers generally did not receive regular wages but received what money they needed.

Sixty percent of the former high school students who were working said they would not be contented to stay in their present job position for the next five years.

After graduation about 50% of those who did look for work indicated that they looked for jobs in their own home community.

Most of the student respondents had quite wide and varied life experiences.

Seventy-one percent of the students who went on to school after completing high school went on to college while the other 29% went to a trade school.

The average number of children per family, including the respondents to the questionnaires, was 4.73.

About 40% of both the present high school students and the former high school students' fathers reported the highest grade attended in high school as being the 11th grade or less.

About 24% of the present high school students and 31% of the former students' mothers finished only the 11th grade or less. Eleven percent of the present students and 7% of the former students' fathers finished 4 years of college or more. Fourteen percent of the present students and 3% of the former students' mothers finished four years of college or more.

Most of the respondents (about 72%) felt that their formal high school experience in training them for their future was weak, if not inadequate, in some areas.

There is one comment that might be of interest concerning evidence of internal validity of the questionnaire. One might note the very high degree of similarity in the relative frequency-distributions of the answers between the present students and the former students. One might expect similarity because the program is not old and the former students are only two or three years ahead of the present seniors. The fact that the similarity comes through so strongly in the questionnaires indicates that the students answered these questions about their backgrounds truthfully and with due consideration. If they did this in the background section, then we might assume that they answered the questions put to them in the sections where the evaluation of the program was requested in the same considerate manner.

TABLE 63. General descriptive information pertaining to present students.

	N	%
A. Sex:		
Male	151	54
Female	127	46
	278	100
B. Living at home:		
Yes	268	96
No	10	4
	278	100
C. Class or grade:		
9th	1	0
10th	127	46
11th	67	24
12th	83	30
	278	100

TABLE 64. General descriptive information pertaining to former students.

	N	%
A. Sex:		
Male	40	60
Female	27	40
	67	100
B. Presently living:		
At home with parents	17	26
Not at home, but in same town or community	3	5
In a community within 50 miles of parents	7	11
In a community more than 50 miles away but still within the same state	26	40
In another state	12	18
	67	100
C. Highest grade of high school completed:		
10th	2	3
11th	2	3
12th	63	94
	67	100
D. Graduated from high school:		
Yes	66	96
No	3	4
	69	100
E. Year last attended high school:		
1964	1	1
1965	1	1
1966	32	47
1967	34	51
	68	100

TABLE 65. General descriptive information pertaining to Career Selection Agents.

	N	%
A. Sex:		
Male	8	89
Female	1	11
	9	100
B. Number of years teaching:		
1-5	4	45
6-10	3	33
11-15	1	11
31-35	1	11
	9	100
C. Length of time as a CSA:		
Less than a year	1	11
1-2 years	3	33
2-3 years	5	56
	9	100
D. Undergraduate major in college:		
Business	2	22*
Counseling and Guidance	1	11
English	2	22
Industrial Arts	1	11
Mathematics	1	11
Social Sciences	1	11
Vocational Agriculture	2	22
Science	1	11
Secondary Education	1	11
E. Undergraduate minor in college:		
Animal Husbandry	1	11*
Biology	1	11
Economics	1	11
English	3	33
Music	1	11
Physical Science	1	11
Psychology	1	11
Social Sciences	1	11
Speech	1	11
	11	121

Continued--

TABLE 65., Continued

	N	%
F. Areas in which currently teaching:		
Business	2	-
Counseling and Guidance	6	-
English	2	-
Home Economics	1	-
Industrial Arts	1	-
Vocational Agriculture	1	-
Employment Preparation	1	-
(Administration)	1	-
(Library)	1	-
G. Quarter credit hours of counseling and guidance taken:		
None	1	11
1-3	2	22
4-6	1	11
19 or above	5	56
	9	100
H. Hours per week typically spent in CSE related activities:		
0-5	1	11
6-10	2	22
11-15	4	45
26 or more	2	22
	9	100
I. Hours principal has formally allowed to perform CSE related activities:		
0-5	2	22
6-10	1	11
11-15	3	34
16-20	1	11
26 or more	2	22
	9	100

Average age of CSAs: 38 2/3 years, range from 25-57.

TABLE 66. Information pertaining to the home situation of present and former students.

	Present		Former	
	N	%	N	%
A. Hours each week mothers employed outside of home while in high school:				
None	155	55	41	63
1-10	23	8	5	8
11-20	20	7	4	6
21-40	53	19	10	15
41 or more	25	9	5	8
	276	98	65	100
B. Best estimate of parent's combined annual income:				
Less than $3,000	13	5	5	7
$3,000 - $6,000	75	27	16	23
$6,000 - $9,000	68	25	20	29
$9,000 - $12,000	39	14	5	7
$12,000 - $15,000	23	8	6	9
Over $15,000	5	2	2	3
Absolutely no idea	51	19	16	23
	274	100	70	101
C. Surety of amount of income checked (above):				
Very sure	59	24	21	38
Pretty sure but not absolutely certain	80	32	19	35
Not sure but thinks that is about it	111	44	15	27
	250	100	55	100
D. Number of brothers and sisters:				
None	11	4	1	1
One	23	8	4	13
Two	49	18	13	18
Three	53	19	20	28
Four	53	19	11	15
Five	20	7	2	3
Six	25	9	3	4
Seven	17	6	9	13
Eight or more	27	10	3	4
Assuming the last item to be closed, the average number of children per family, counting the respondent, is 4.73.	278	100	71	99

Continued--

TABLE 66, Continued

	Present		Former	
E. Highest grade attended by father:	N	%	N	%
Less than 8th grade	17	6	2	3
8th grade	47	17	12	18
9th grade	13	5	2	3
10th grade	20	7	7	11
11th grade	16	6	3	5
12th grade	92	34	31	48
1 year of college	18	7	2	3
2 years of college	11	4	2	3
3 years of college	5	2	-	-
4 years of college	11	4	3	5
More than 4 years of college	19	7	1	2
	269	99	65	101
F. Highest grade attended by mother:				
Less than 8th grade	4	1	-	-
8th grade	23	8	7	11
9th grade	5	2	2	3
10th grade	14	5	4	6
11th grade	23	8	7	11
12th grade	122	45	35	54
1 year of college	19	7	4	6
2 years of college	19	7	3	5
3 years of college	5	2	1	2
4 years of college	23	8	-	-
More than 4 years of college	16	6	2	3
	273	99	65	101

TABLE 67. Information pertaining to work experiences of present students.

A. Present work status:	N	%
Do not work	142	52
Work full time (40 hours or more a week)	8	3
Work part time (less than 40 hours per week)	125	45
	275	100
B. Present employer:		
Father	61	39
Self-employed	2	1
Other	92	60
	155	100
C. Wages received, if employed by father:		
Receive no money	16	18
Receive only what money is needed	56	64
Receive a regular wage	16	18
	88	100
D. Work status during previous summer:		
Did not work	59	22
Worked full time	127	46
Worked part time	87	32
	273	100
E. Employer during the summer:		
Father	51	23
Self-employed	6	3
Other	165	74
	222	100
F. Wages received during summer, if employed by father:		
Received no money	8	10
Received only what money was needed	46	57
Received a regular wage	27	33
	81	100

TABLE 68. Information pertaining to work experiences of former students.

	N	%
A. Employed during last year of high school:		
Did not work	28	42
Worked full time (40 hours or more a week)	1	2
Worked part time (less than 40 hours a week)	37	56
	66	100
B. Employer during last year of high school:		
Father	19	41
Self-employed	1	2
Other	26	57
	46	100
C. Wages received, if employed by father, during last year of high school:		
Received no money	6	26
Received only what money was needed	14	61
Received a regular wage	3	13
	23	100
D. Pursuit immediately after leaving high school:		
Went on for further education or training	35	51
Tried to find a permanent job	13	20
Tried to find a temporary job	20	29
	68	100
E. Looked for a permanent job:		
In the same community	14	50
In a community within 50 miles	6	21
In a community more than 50 miles away but in the same state	6	21
In another state	2	8
	28	100

Continued

TABLE 68, Continued

	N	%
F. Type of permanent job looked for:		
Any job that sounded good and would pay well	9	33
Specific, previously thought of job	18	67
	27	100
G. Number of full time jobs held since leaving high school:		
None	21	32
One	22	34
Two	13	20
Three	4	6
Four	2	3
Five	-	-
Six or more	3	5
	66	100
H. Number of part time jobs held since leaving high school:		
None	21	33
One	19	30
Two	19	30
Three	3	5
Four	1	1
Five	-	-
Six or more	1	1
	64	100
I. Present work status:		
Employed full time	27	41
Employed part time	3	4
Unemployed	7	10
Student unemployed	22	32
Student employed	9	13
	68	100

Continued--

TABLE 68, Continued

J. Location of present job:	N	%
In the same community as high school attended	11	28
In a community within 50 miles	9	23
In a community more than 50 miles away but still in the same state	8	21
In another state	11	28
	39	100
K. Number contented to stay with present job for next five years:		
Yes	18	40
No	27	60
	45	100

TABLE 69. Information pertaining to early experiences (other than work) of present and former students.

	Present		Former	
	N	%	N	%
*A. Tasks the respondent has performed or assisted in performing during lifetime:				
Electrical wiring	84	30	23	34
Plumbing	67	24	15	22
Furniture repairing	80	29	17	25
Painting	197	70	43	63
Carpentry	116	41	28	41
Cement work	107	38	28	41
Plastering	40	14	4	6
Paper hanging	38	14	9	13
Landscaping	78	28	11	16
Repair a car	115	41	39	57
Library work	71	25	9	13
Dishwashing	207	74	35	51
Serving as hospital volunteer	13	5	2	3
Filing (records, etc.)	50	18	17	25
Typing	131	47	31	46
Camp counseling	21	7	4	6
Cooking	177	63	34	50
Recreation work	77	27	18	26
B. Car ownership or accessibility:				
Own a car	44	16	31	**46
Do not own a car but have access to one nearly any time	83	30	18	26
Do not own a car but can use one occasionally upon request	79	29	7	10
Do not have access to a car but have a driver's license	3	1	8	12
Do not have access to a car because of no driver's license	65	24	4	6
	274	100	68	100
C. Number of different cities, towns, or townships resided in between the time of beginning school and leaving school or the present time:				
1	151	55	32	48
2	57	21	19	28
3-5	51	19	12	18
5-10	11	4	2	3
More than 10	3	1	2	3
	273	100	67	100

Continued--

* Answered as many as applied.

** The question pertaining to car ownership or accessibility on the former student questionnaire did not distinguish between current car ownership and ownership while in high school; consequently, it is assumed the responses of former students reflects the current situation.

TABLE 69, Continued

	Present		Former	
	N	%	N	%
D. Number of the 50 United States resided in or visited:				
Only the one in which I now live	19	7	4	6
2 to 5	120	43	22	34
5 to 10	86	31	21	33
10 to 25	41	15	12	19
25 to 50	11	4	5	8
	277	100	64	100
E. Source of spending money while in high school:				
Allowance from parents	31	11	13	20
Own earnings	72	26	19	29
Partly allowance, partly earnings	165	60	33	50
Other sources	7	3	1	2
Had no spending money	1	-	-	-
	276	100	66	101
F. Amount of independence parents allowed while in high school:				
Quite restrictive	23	8	10	15
About as much as piers	112	41	26	39
Quite lenient	79	29	21	31
As much as was desired	57	21	8	12
Practically none	5	2	2	3
	276	101	67	100
*G. Activities participated in up until the present time or by the time the respondent had left high school:				
Baby sit	243	87	36	53
Bake a cake	225	81	39	57
Build and finish some furniture	128	46	31	46
Build and operate a piece of machinery	81	29	19	28
Build a small radio	28	10	8	12
Change a tire	218	78	58	85
Choose my own clothes	270	97	64	94
Dance	262	94	63	93
Drive a car	267	96	63	93

Continued--

* Answered as many as applied.

TABLE 69, Continued

G. Continued--	Present		Former	
	N	%	N	%
Exhibit something which you made	222	80	45	66
Go along on an overnight trip to a strange city	278	100	59	87
Handle a sailboat in a breeze	9	3	-	-
Have a full-time job	112	40	27	40
Have a part-time job	218	78	54	79
Have a social security number	243	87	67	99
Have my own checking account	44	16	30	44
Have my own savings account	177	63	38	56
Iron a shirt	248	89	55	81
Make a dress	125	45	28	41
Make a long distance phone call	231	83	65	96
Make minor house repairs	207	74	55	81
Mend a sock	144	52	35	51
Mend the cord on an eleccrical appliance	160	57	43	63
Operate a tractor, bulldozer, or similar machine	164	59	45	66
Paint or paper a room	222	80	47	69
Play tennis or golf	173	62	37	54
Prepare a complete meal	219	78	47	69
Swim	251	90	58	85
Take a share of responsibility for running the home	212	76	45	66
Take complete care of a garden	86	31	23	34
Use a shotgun or .22 caliber or larger rifle	220	79	59	87
Water ski	94	34	21	31

Reading Habits

TABLE 70. Information pertaining to reading habits of present and former students.

	Present		Former	
	N	%	N	%
A. Number of times an evening is (was) spent reading while going to high school:				
Practically never	34	12	8	12
Rarely	43	16	10	15
Occasionally	98	35	24	35
Frequently	68	25	17	25
Whenever there's a chance	34	12	9	13
	277	100	68	100
B. Estimate of books around the house while Growing up:				
A large library	9	3	4	6
Several bookcases full	115	42	20	30
One bookcase full	112	40	23	34
A few books	41	15	20	30
	277	100	67	100
C. Number of magazines read while attending high school:				
0	13	5	12	18
1	21	8	8	12
2 or 3	129	47	31	46
4 or 6	85	31	10	15
7 or more	29	10	6	9
	277	101	67	100
D. Extent to which newspapers read while going to school:				
Read one or more newspapers thoroughly each day	13	5	6	9
Read parts of one newspaper each day	116	42	27	40
Read parts of more than one newspaper each day	16	6	6	9
Read a newspaper two or three times per week	52	19	7	10
Seldom read a newspaper	67	24	19	28
Never read newspapers	10	4	3	4
	274	100	68	100

--Continued

TABLE 70, Continued

	Present		Former	
	N	%	N	%
* E. Parts of the newspaper read regularly while attending high school:				
Editorials	57	20	17	25
Features	103	37	26	39
Financial page	7	2	1	1
News	170	61	51	76
Syndicated columns	51	18	11	16
The funnies	203	72	50	75
The sports page	154	55	37	55
Want ads	64	23	23	34
Something else	47	17	15	22
Did not read a paper	15	5	4	6
F. Number of times the parents read to the respondent as a child:				
At least twice a week	131	47	30	45
Once a week or less	59	22	15	22
Very seldom or never	80	30	22	33
	270	99	67	100

* Answered as many as applied.

School Experiences

TABLE 71. Information pertaining to school experiences of present and former students.

	Present		Former	
	N	%	N	%
A. Adequacy of high school preparation for the future:				
Very adequate	38	14	9	13
Weak in certain areas	179	65	42	63
Very inadequate	19	7	5	8
Unable to answer	30	14	11	16
	274	100	67	100
B. Evaluation of ability to learn in comparison with members of same sex:				
Advance much more rapidly than most	12	4	3	5
Advance just a little faster than most	47	17	16	24
About the same as most	170	63	40	61
Progress just a little slower than most	41	15	7	10
Progress much slower than most	2	1	-	-
	272	100	66	100
C. Easiest type of high school courses:				
Physical science, chemistry, physics	11	4	3	4
Natural science, biology, zoology	55	21	4	6
Histroy, economics, civics	61	23	10	15
Commercial courses, bookkeeping, typing	48	18	13	19
Shop courses	63	24	33	49
Mathematics	30	10	5	7
	268	100	68	100
D. Most difficult type of high school course:				
Physical science, chemistry, physics3	35	13	14	20
Natural science, biology, zoology	34	12	5	7
History, economics, civics	55	20	24	35
Commercial courses, bookkeeping, typing	7	3	2	3
Shop courses	5	2	-	-
Mathematics	138	50	24	35
	274	100	69	100

--Continued

TABLE 71., Continued

	Present		Former	
	N	%	N	%
E. Number currently attending school:				
Yes	-	-	35	51
No	-	-	33	49
	-	-	68	100
F. Type of school presently attending:				
Trade or vocational school	-	-	10	29
College or university	-	-	25	71
	-	-	35	100
G. Number of years of schooling beyond high school desired:				
None	-	-	8	13
One	-	-	7	11
Two	-	-	16	26
Three	-	-	0	0
Four	-	-	24	39
Five	-	-	2	3
Six	-	-	2	3
Seven	-	-	2	3
Eight or more	-	-	1	2
	-	-	62	100

BEST COPY AVAILABLE

TABLE 72. Courses taken by present and former students and an indication of whether courses were required or taken as electives.

*A. Required or elective high school courses taken:	Present				Former			
	Required		Elective		Required		Elective	
	N	%	N	%	N	%	N	%
Auto mechanics	1	4	24	96	1	7	13	93
Bookkeeping	3	9	30	91	5	19	21	81
Business	6	22	21	78	1	14	6	86
Business math	7	35	13	65	6	40	9	60
Carpentry	13	35	24	65	2	15	11	85
Distributive education	1	4	22	96	0	0	6	100
Drafting	43	45	52	55	3	20	12	80
Electricity or electronics	4	17	20	83	2	25	6	75
Home economics (sewing, cooking)	51	46	60	54	14	52	13	48
Office machines	0	0	5	100	0	0	2	100
Office practices	1	4	23	96	0	0	3	100
Plumbing	0	0	2	100	0	0	1	100
Shorthand	9	23	30	77	2	15	11	85
Typing	44	26	127	74	22	38	36	62
Vocational agriculture	1	3	35	97	4	18	18	82
Welding	6	17	29	83	3	21	11	79

* Answered as many as applied.

TABLE 73. Information pertaining to CSE program experiences by present and former students.

	Present		Former	
	N	%	N	%
A. Number of occupations extensively researched in a World of Work course:				
Haven't taken a World of Work course	18	8	20	30
None	10	4	5	8
1 to 5	159	68	31	47
6 to 10	40	17	8	12
11 to 15	4	2	2	3
16 to 20	2	1	0	0
21 to 25	0	0	0	0
26 to 30	0	0	0	0
31 or more	0	0	0	0
	233	100	66	100
B. Number who have had community work experience or on-the-job training in connection with the CSE project.				
Yes	86	37	31	48
No	148	63	33	52
	234	100	64	100

BEST COPY AVAILABLE

TABLE 74. Involvement of present and former students in various CSE related activities.

Number of Activities	Field Trips		Speakers		Films		Programmed Material		Records Tapes		Simulated Exper	
	N	%	N	%	N	%	N	%	N	%	N	%
PRESENT STUDENTS - 10th GRADE												
None	64	34	24	12	15	8	33	18	63	34	96	54
1 or 2	90	48	45	23	15	8	70	38	52	28	64	36
3 or 4	31	16	21	11	20	10	17	9	23	13	13	8
5 to 10	4	2	43	22	77	40	23	12	15	8	2	1
11 or more	0	0			66	34	43	23	32	17	2	1
21 to 30 *			0	0								
31 or more			0	0								
	189	100	193	100	193	100	186	100	185	100	177	100
PRESENT STUDENTS - 11th GRADE												
None	36	34	30	28	21	19	34	32	58	54	64	60
1 or 2	56	52	39	35	25	23	32	30	24	22	26	25
3 or 4	11	10	24	22	7	6	20	19	14	13	12	11
5 to 10	3	3	13	12	37	35	12	11	7	6	2	2
11 or more	1	1			19	17	8	8	5	5	2	2
21 to 30 *			0	0								
31 or more			0	0								
	107	100	109	100	109	100	106	100	108	100	106	100
PRESENT STUDENTS - 12th GRADE												
None	24	29	16	19	12	14	29	35	43	53	48	59
1 or 2	34	41	25	29	24	29	28	34	28	35	24	30
3 or 4	11	13	21	25	23	28	14	18	4	5	6	7
5 to 10	13	16	21	25	22	27	6	7	5	6	3	4
11 to 20			2	2								
21 to 30 *			0	0								
31 or more			0	0								
	83	100	85	100	83	100	82	100	81	100	81	100
FORMER STUDENTS												
None	16	25	14	21	7	11	5	8	32	54	28	47
1 or 2	16	25	29	45	2	3	7	12	8	14	23	39
3 or 4	26	42	19	29	18	28	23	39	15	25	7	12
5 to 10	5	8	3	5	24	38	13	22	4	7	1	2
11 or more	0	0	0	0	13	20	11	19	0	0	0	0
	63	100	65	100	64	100	59	100	59	100	59	100

* Applies only to the number of speakers

TABLE 75. Information pertaining to the CSE program in the school.

	N	%
A. Grades involved in the CSE program:		
9th	2	8
10th	6	24
11th	8	32
12th	9	36
	25	100
B. Relationship between the CSE program being a meaningful experience and the location of the school:		
Excellent	1	11
Good	3	34
Fair	4	44
Poor	1	11
	9	100
C. Number of times a World of Work course is included in CSE program:		
Yes	9	100
No	-	-
	9	100
D. Number of students taken out into the community to learn a specific trade since the beginning of the CSE program:		
None	3	33
1 to 3	0	0
4 to 6	1	11
7 to 9	0	0
10 to 12	1	11
13 to 15	0	0
16 or more	4	45
	9	100

--Continued

TABLE 75., Continued

	N	%
E. Number of students who have spent at least part of one day in the community exploring one or more occupations since the beginning of the CSE program:		
None	1	11
1 to 5	1	11
6 to 10	0	0
11 to 15	1	11
16 to 20	0	0
21 to 25	0	0
26 to 30	1	11
31 to 35	1	11
36 or more	4	45
	9	100
F. Average number of people in different occupations interviewed by the students during school year:		
None	1	11
1 to 3	4	45
4 to 6	2	22
7 to 9	1	11
10 to 12	1	11
13 or more	0	0
	9	100
G. The World of Work class is taught:		
Full year, daily	4	45
One semester, daily	1	11
Full year, alternating days	1	11
Six-week period	0	0
Not taught	0	0
12-group sessions, with seniors	1	11
About 15 classes a year	1	11
Full year, once a week	1	11
	9	100

TABLE 76. A comparison of two previous years with respect to the number of field trips, guest speakers, and films and film strips.

	67-68		66-67	
	N	%	N	%
A. Estimation of number of field trips taken taken in 1967-68, 1966-67:				
None None	0	0	0	0
1 or 2	4	44	3	33
3 or 4	3	34	5	56
5 to 9	2	22	1	11
10 or more	0	0	0	0
	9	100	9	100
B. Number of guest speakers who have spoken in 1967-68, 1966-67				
None	0	0	0	0
1 or 2	2	22	2	22
3 or 4	2	22	3	33
5 to 9	4	45	4	45
10 or more	1	11	0	0
	9	100	9	100
C. Number of filmstrips shown about different occupations in 1967-68, 1966-67:				
None	0	0	0	0
1 or 2	3	33	2	22
3 or 4	0	0	1	11
5 to 9	1	11	2	22
10 or more	5	56	4	45
	9	100	9	100

Community Cooperating Employer Information

TABLE 77. Information pertaining to work experience in the community as part of the CSE program reported by community cooperating employers.

	N	%
A. The type of businesses and organizations participating:		
Auto repair	11	10
Beauty operator	4	3
Bookkeeping	8	6
Bus garage	1	1
Carpenter	2	2
Construction	2	2
Custodian, Janitor	1	1
Dentistry	1	1
Electrician	2	2
Farming	0	0
Fish and Game service	0	0
Food services	3	3
Government office	8	6
Hospital	3	3
Lumbering	0	0
Mechanic shop	11	10
Office work	18	18
Pharmacy	0	0
Plumbing	0	0
Post Office	0	0
Printing	1	1
Ranching	0	0
Resort owner	0	0
Retail store	13	12
School	12	11
Service station	6	5
Telephone company	2	2
Retail service	1	1
B. Number of employees in the organization:		
1-8	40	67
9-16	5	8
17-24	7	11
25-32	6	9
Over 32	3	5
	61	100

--Continued

TABLE 77., Continued

	N	%
C. Number of students worked with under CSE sponsorship:		
None	1	1
1-2	52	72
3-4	17	23
5-6	1	1
7-10	2	3
11-20	0	0
21-30	0	0
31 or more	0	0
	73	100
D. Number of students having the same experience if the employee worked with more than one:		
Yes	36	70
No	14	28
Not applicable	1	2
	51	100
E. Total hours typically spent in the working place by the student as part of the program:		
Under 25	7	11
25-74	21	33
25-124	15	24
125-174	11	17
175-224	7	11
225-274	0	0
275-324	0	0
325-374	1	2
375-424	1	2
	63	100
F. Indication of the students receiving wages for services rendered during school hours under CSE program:		
Yes	22	30
No	51	69
Not applicable	1	1
	74	100

--Continued

TABLE 77., Continued

	N	%
G. Indication of whether or not sutdents hired by participating employer as a direct result of the CSE experience with the employer:		
Yes	18	30
No	40	67
Not applicable	2	3
	60	100
H. Nature of the students' work experiences:		
Exploratory	27	36
Specific skill training	39	52
Some students exploratory, others specific skill training	8	11
Not applicable	1	1
	75	100

SUMMARY AND CONCLUSIONS

A significant problem in small and predominantly rural high schools is preparing students more adequately for success in the world of work. The solution to this problem argues for a curriculum or program within such schools designed to provide students with occupationally relevant experiences. Thirteen small high schools in five western states have conducted such a program under the direction of the "Western States Small Schools Project."

The purpose of this report is to evaluate the program and to provide descriptive information pertaining to the CSE program generally and the individuals closely associated with the program.

Questionnaires were prepared and mailed to five categories of respondents which are as follows: Present Students, Former Students, Career Selection Agents, School Administrators, and Community Cooperating Employers.

Within the limitations outlined in the methodology section, the conclusions in the following areas seem justified:

CSE Curriculum

Students were exposed to a variety of experiences as part of the CSE curriculum. Experiences generally included field trips, work experience, guest speakers, films and filmstrips, interviews, records and tapes, and programmed materials.

The experiences that, in general, received the most favorable indorsement were field trips, work experiences, and guest speakers. Films and filmstrips, interviews, records and tapes, and programmed materials, while considered helpful were not considered as valuable as those previously mentioned. The value of the World of Work class was indicated as falling between these two groups.

CSA and Administration of the Program

All categories of respondents were in general agreement that the program was well administered by those in positions of responsibility. The CSAs were considered to be helpful, sincere, and capable in their efforts. At the same time, the CSAs enjoyed their experiences and the satisfaction received from their involvement in helping students make more intelligent career decisions. With respect to resources, CSAs felt the need for more time to prepare materials; and the School Administrators generally indicated that additional support by way of materials would be provided.

While the Community Cooperating Employers felt they received adequate help from the CSAs, there was substantial indication that more help would have been profitable. The CSAs made the same indication with regard to the help they received from the WSSSP central office.

In regard to the question of when students should start the program, all CSAs felt that the program should start before the 12th grade, although there was not agreement as to what grade would be best for beginning the programs. Opinions varied from the 7th to the 11th grade.

Psychological Tests and Counseling Effectiveness

Of the four instruments used, the CSAs felt most favorable towards the GATB and the Kuder Preference Record. There was less certainty felt about the usefulness of the two instruments developed specifically for the CSE program. This is likely due in part to the newness of these instruments and the lack of extensive data relative to them.

The majority of both present and former students felt that the ability and interest tests provided information which helped them make better job decisions.

Work Experiences in Community and Cost of the Program

Respondents generally were satisfied with the work experiences in the community and the supervision received, although about half of the CSAs felt that the Community Cooperating Employers should have spent more time in teaching trade skills. There was complete agreement between School Administrators that the Community Cooperating Employers were cooperative in providing work experiences, though there was indication that the students felt that the experiences were a little too "retail" oriented. While the evidence strongly supports work experience as being beneficial, there was some slight reservation expressed that it appreciably helped students to make better choices.

With respect to the cost of the program, it was felt by the CSAs and School Administrators that the benefits far outweighed the cost, both in terms of time and money. About half of the Community Cooperating Employers felt that there were some financial benefits accruing to them. Students were regarded as dependable in their work experience.

Value in Making Job Choices

Students generally felt that the program was, or would be, valuable in helping them accomplish a variety of things relevant to selecting a job such as, learning about several occupations, applying for a job, making wise choices, holding or keeping a job, and determining what technical and special skills are needed for specific jobs. Both student groups felt strongly enough about the program to recommend it to other students.

While students felt they were helped to make sensible job choices, there is some evidence to indicate that the program was not as effective in presenting a sufficient coverage of jobs to encourage a person to follow through with training in a specific area. The program was also not as effective in causing students to change their minds about the job they wanted to pursue. They did feel that the program was helpful in deciding what to do. It, therefore, appears that while a substantial proportion did change their mind about their job choice, there was also a sizable proportion who solidified their job plans. With respect to those students who were influenced, present students were more susceptable to change than were former students.

In spite of the perceived helpfulness of the program, students generally felt that the program should do more than it is presently doing.

Initial Interest and Interest in Repeating the Program

A rather strong endorsement of the program results from the strong indication that students would voluntarily participate another time, in spite of the fact that a substantial proportion of the students involved were required to take the program. Students, particularly the former students, indicated that they would take more interest in the program if participating in it a second time. Perhaps this reflects that the value of the program is realized more after leaving high school and entering into the work environment. There is strong support for continuing the program.

Summary Evaluation

On the basis of an overall attitudinal index computed for each of the five groups of respondents, it is apparent that all categories felt favorable toward the program. The two student groups, however, did not feel quite as favorable as did the non-student groups. Of the non-student respondents, the CSAs were in closer agreement with the students than were the other two non-student groups.

The greatest strength of the program appears to be the feelings of benefits derived. The greatest weakness, though not excessive, appears to be that the program is somewhat boring and disorganized.

Several comparisons between overall attitudes of sub-groups of present students were made. The major observations indicated that students who took the program as an elective felt more favorable toward it than did those required to take the program; that students whose parents read to them twice a week felt more favorable than do students whose parents seldom or never read to them; that students whose mother worked outside the home felt more favorable than did students whose mother did not work outside the home; that students who worked full or part time felt more favorable than did students who did not work; that 12th grade students felt more favorable than did 10th grade students; that students who had just a few books around the house felt more favorable than did students who had a large library around the house; and that females felt more favorable toward the program than did males. Students generally felt that their friends liked the program.

The Community Cooperating Employers felt the program to be beneficial and in general indicated they would be willing to hire those students who participated with them in the program if job openings existed.

Comments by Respondents

There were some strengths of the program which were mentioned by all categories of respondents. Most prevelant was the value of the experience in providing a background of information which would help the student make future decisions about the type of work he would like to do, and how to find a job. Another widely mentioned strength was the insight the student gained about the reality of the working world. Other advantages noted by more than one group were the enrichment of the school's resources by the new materials brought in by the program, and the increased interaction between the schools and the community.

With respect to weaknesses one problem mentioned by every group except the CSAs was the lack of job opportunities in small communities. Such a situation illustrates rather markedly the importance of some orientation and assistance program. This is not an internal weakness of the program however. The difficulty in scheduling a long enough period of time for on-the-job experience was mentioned as a weakness. The CSAs were the only ones who felt that communications and public relations were real problems. The Community Cooperating Employers did not indicate this.

From an administrative point of view, the school administrators identified the problem of time as being most crucial. Because of the experimental nature of the program, it is likely that no special allowances were made by the schools for the demands of the program. Consequently, the responsibilities associated with administering the program were "tacked on" to existing responsibilities.

In general the cooperation received from the community was considered excellent.

Suggestions for improvement correlated by group with the weaknesses perceived by that group. The most noticeable trend was the suggestion to increase the program with "more" of everything; i.e. time, participants, training, field trips, etc. There was definite agreement between School Administrators and CSAs that the training program and workshop for the CSAs be expanded.

APPENDIX A

Present High School Questionnaire

PRESENT HIGH SCHOOL STUDENT QUESTIONNAIRE

INSTRUCTIONS: Following are some questions concerning yourself and your participation in the Career Selection Education (CSE) program. Your cooperation in responding accurately to the questions will be greatly appreciated. Your answers will help us evaluate and improve the CSE program. Remember, accuracy is very important. The questionnaire calls for your name, but in no way will your name be associated with your answers. Your name is only necessary so your scores on the aptitude and interest tests can be matched with your answers to this questionnaire. After the match has been made your name will be disregarded. It will not be recorded anywhere so you can be completely honest in your answers.

Now, proceed to answer this questionnaire as accurately as you can. When you are finished place your questionnaire in the envelope provided, seal it, and give it to the person in charge. He will mail all envelopes to the Utah State Board of Education where this questionnaire will be matched with your test scores, and the answers to all questionnaires analyzed.

THANK YOU VERY MUCH

SECTION I: HISTORICAL INFORMATION

Name (please print)____
Last First Middle Initial

1. Are you living at home (check one) _____ yes _____ no

2. Class or grade (check one)

(1) _____ 8th
(2) _____ 9th
(3) _____ 10th
(4) _____ 11th
(5) _____ 12th

3. High School (Check one)

(01) _____ Bryce Valley
(02) _____ Cloud Craft
(03) _____ Debeque
(04) _____ Escalante
(05) _____ Fredonia
(06) _____ Haxtun
(07) _____ Kanab
(08) _____ Meeker
(09) _____ Patagonia Union
(10) _____ Saharita
(11) _____ Tonopah
(12) _____ Virgin Valley
(13) _____ Weed

4. Sex (1) _____ male (2) _____ female

5. For each of the following grades place a check mark in the space provided if you were in the CSE program while in that grade

	Yes, I was in the program
8th grade	_____
9th grade	_____
10th grade	_____
11th grade	_____
12th grade	_____

6. How many hours each week is your mother employed outside of the home (check one)

(1) _____ none
(2) _____ 1 - 10
(3) _____ 11 - 20
(4) _____ 21 - 40
(5) _____ 41 or above

7. What is your father's occupation (please print) ______________________________

8. Your best estimate of your parents' combined annual income (check one)

(1) _____ less than $3,000
(2) _____ from $3,000 to $6,000
(3) _____ from $6,000 to $9,000
(4) _____ From $9,000 to $12,000
(5) _____ From $12,000 to $15,000
(6) _____ over $15,000
(7) _____ I just have absolutely no idea

9. How sure are you of the amount of income just checked (check one)

(1) _____ very sure
(2) _____ pretty sure but not absolutely certain
(3) _____ not sure but I think that's about it

10. How many brothers and sisters do you have (check one)

(1) _____ none
(2) _____ one
(3) _____ two
(4) _____ three
(5) _____ four
(6) _____ five
(7) _____ six
(8) _____ seven
(9) _____ eight or more

11. What is the highest grade attended by your father (check one)

(01) _____ less than 8th grade
(02) _____ 8th grade
(03) _____ 9th grade
(04) _____ 10th grade
(05) _____ 11th grade
(06) _____ 12th grade
(07) _____ 1 year of college
(08) _____ 2 years of college
(09) _____ 3 years of college
(10) _____ 4 years of college
(11) _____ more than 4 years of college

12. What is the highest grade attended by your mother (check one)

(01) _____ less than 8th grade
(02) _____ 8th grade
(03) _____ 9th grade
(04) _____ 10th grade
(05) _____ 11th grade
(06) _____ 12th grade
(07) _____ 1 year of college
(08) _____ 2 years of college
(09) _____ 3 years of college
(10) _____ 4 years of college
(11) _____ more than 4 years of college

13. Your present work status, while in school (check one)

(1) _____ do not work
(2) _____ work full time (40 hours or more each week)
(3) _____ work part time (less than 40 hours each week)

14. If you are working either part or full time for whom do you work (check one)

(1) _____ father
(2) _____ self employed
(3) _____ other

15. If you work for your father to what extent do you get paid for your time (check one)

(1) _____ receive no money
(2) _____ receive only what money you need
(3) _____ receive a regular wage

16. Your work status during last summer when school wasn't in session (check one)

(1) _____ did not work
(2) _____ worked full time (40 hours or more each week)
(3) _____ worked part time (less than 40 hours each week)

17. If you worked either part or full time last summer for whom did you work (check one)

(1) _____ father
(2) _____ self employed
(3) _____ other

18. If you worked for your father last summer to what extent did you get paid for your time (check one)

(1) _____ received no money
(2) _____ received only what money you needed
(3) _____ received a regular wage.

19. Which of the following have you done, or helped do during your life (check as many as apply)

_____ Electrical wiring
_____ Plumbing
_____ Furniture repairing
_____ Painting
_____ Carpentry
_____ Cement work
_____ Plastering
_____ Paper hanging
_____ Landscaping

_____ Repair a car
_____ Library work
_____ Dishwashing
_____ Serving as hospital volunteer
_____ Filing (records, etc.)
_____ Typing
_____ Camp counseling
_____ Cooking
_____ Recreation work

20. Car ownership or accessability (check one)

(1) _____ I own my own car
(2) _____ I do not own a car but I have access to one nearly any time I want
(3) _____ I do not own a car but can use one occasionally if I ask
(4) _____ I do not have access to a car even though I have a driver's license
(5) _____ I do not have access to a car because I don't have a driver's license

21. In how many different cities, towns, or townships have you lived since you started school (check one)

(1) _____ 1
(2) _____ 2
(3) _____ 3 - 5
(4) _____ 5 - 10
(5) _____ more than 10

22. How many of the 50 United States have you visited or lived in (check one)

(1) _____ only the one in which I now live
(2) _____ 2 to 5
(3) _____ 5 to 10
(4) _____ 10 to 25
(5) _____ 25 to 50

23. Where did most of your spending money come from during the years you were in high school (check one)

(1) _____ Allowance from parents
(2) _____ Own earnings
(3) _____ Partly allowance, partly earnings
(4) _____ Other sources
(5) _____ Had no spending money

24. How much independence do you feel your parents gave you during high school (check one)

(1) _____ Quite restrictive
(2) _____ About as much as the rest of your friends
(3) _____ Quite lenient
(4) _____ As much as you wanted
(5) _____ Practically none.

25. About how often do you spend an evening at home sitting around and reading (check one)

(1) _____ Practically never
(2) _____ Rarely
(3) _____ Occasionally
(4) _____ Frequently
(5) _____ Whenever you have a chance

26. When you were growing up, about how many books were around the house (check one)

(1) _____ A large library
(2) _____ Several bookcases full
(3) _____ One bookcase full
(4) _____ A few books

27. How many different magazines and periodicals do you read (check one)

(1) _____ 0
(2) _____ 1
(3) _____ 2 or 3
(4) _____ 4 or 6
(5) _____ 7 or more

28. To what extent do you read daily newspapers (check one)

(1) _____ Read one or more newspapers thoroughly each day.
(2) _____ Read parts of a newspaper each day.
(3) _____ Read parts of more than one newspaper each day.
(4) _____ Read a newspaper two or three times per week.
(5) _____ Seldom read a newspaper.
(6) _____ Never read newspapers.

29. What parts of the newspaper do you read regularly (check as many as apply)

_____ Editorials
_____ Features
_____ Financial page
_____ News
_____ Syndicated columns
_____ The funnies
_____ The sports page
_____ Want ads
_____ Something else
_____ Did not read a paper

30. When you were a child, how often did your parents read to you (check one)

(1) _____ AT least twice a week.
(2) _____ Once a week or less.
(3) _____ Very seldom or never.

31. How do you feel concerning the adequacy of your high school preparation for your future (check one)

(1) _____ Very adequate
(2) _____ Weak in certain areas
(3) _____ Very inadequate
(4) _____ Unable to answer

32. How do you compare yourself with others of your own sex in your ability to learn (check one)

(1) _____ Advance much more rapidly than most
(2) _____ Advance just a little faster than most
(3) _____ About the same as most
(4) _____ Progress just a little slower than most
(5) _____ Progress much slower than most

33. Which type of your high school courses was easiest (check one)

(1) _____ Physical science, chemistry, physics
(2) _____ Natural science, biology, zoology
(3) _____ History, economics, civics
(4) _____ Commercial courses, bookkeeping, typing
(5) _____ Shop courses
(6) _____ Mathematics

34. Which type of your high school courses was the most difficult (check one)

(1) _____ Physical science, chemistry, physics
(2) _____ Natural science, biology, zoology
(3) _____ History, economics, civics
(4) _____ Commercial courses, bookkeeping, typing
(5) _____ Shop courses
(6) _____ Mathematics

35. How many of the following have you done (check as many as apply)

_____ Bake a cake
_____ Baby sit
_____ Build and finish some furniture
_____ Build and operate a piece of machinery
_____ Build a small radio
_____ Change a tire
_____ Choose my own clothes
_____ Dance
_____ Drive a car
_____ Exhibit something which you made
_____ Go along on an overnight trip to a strange city
_____ Handle a sailboat in a breeze
_____ Have a full-time job
_____ Have a part-time job
_____ Have a Social Security Number
_____ Have my own checking account
_____ Have my own savings account
_____ Iron a shirt
_____ Make a dress
_____ Make a long-distance phone call
_____ Make minor house repairs
_____ Mend a sock
_____ Mend the cord on an electrical appliance
_____ Operate a tractor, bulldozer, or similar machine
_____ Paint or paper a room
_____ Play tennis or golf
_____ Prepare a complete meal
_____ Swim
_____ Take a share of responsibility for running the home
_____ Take complete care of a garden
_____ Use a shotgun or .22 caliber or larger rifle
_____ Water ski

36. How have you reacted to the opportunities you have had in the CSE program (check one)

(1) _____ You have taken advantage of every opportunity
(2) _____ You have generally tried to take advantage of every opportunity
(3) _____ You have taken advantage of some opportunities, but not of others
(4) _____ You have not had too many opportunities, but have taken advantage of the ones you have had
(5) _____ You have not taken advantage of any opportunities presented

37. Think back before you started the CSE program and list the three top job choices you had at that time

1st choice ______________________________

2nd choice ______________________________

3rd choice ______________________________

38. What are your three top choices now

1st choice ______________________________

2nd choice ______________________________

3rd choice ______________________________

39. Looking at the two previous questions, to what extent is there a difference between your choices now and your choices before starting the CSE program (check one)

(1) _____ there has been no change
(2) _____ one is different
(3) _____ two are different
(4) _____ all three are different

40. If you have made any change in your top three job choices to what extent have your experiences in the CSE program contributed to this change (check one)

(1) _____ the CSE program had absolutely no influence
(2) _____ the CSE program had a little influence
(3) _____ the CSE program had a fair amount of influence
(4) _____ the CSE program had considerable influence

41. Why did you participate in the CSE program (check one)

(1) _____ I was required to participate in the program
(2) _____ I was not required to take the program, but I was strongly encouraged
(3) _____ I was interested in the program and took it as an elective

42. If you indicated in the previous question that you were required to participate, how would you feel another time if you had a choice now that you know what it is all about (check one)

(1) _____ I would not participate in the program
(2) _____ I would participate in the program

SECTION II. EXPERIENCES IN CSE PROGRAM

INSTRUCTIONS: To answer the questions in this section you are to remember the best you can those experiences you have had or are having as a participant in the CSE program.

1. For each of grades (10, 11, and 12) you have been in indicate the number of field trips, speakers, films and filmstrips, pregrammed materials, records and tapes, and simulated experiences you have had concerning your job decisions. If you can't remember exactly make the best estimate you can. Do not bother with those grades you haven't been in.

10th GRADE

Field Trips
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Speakers
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 9
(5) _____ 10 to 20
(6) _____ 21 to 30
(7) _____ 31 or more

Films and Filmstrips
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Programmed Materials
i.e Selecting a Career,
etc. (check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Records and Tapes

(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Simulated Experiences
i.e. Career games,
organizing industry, etc.
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

11th GRADE

Field Trips
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Speakers
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 to 20
(6) _____ 21 to 30
(7) _____ 31 or more

Films and Filmstrips
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Programmed Materials
i.e. Selecting a Career,
etc. (check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Records and Tapes
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Simulated Experiences
i.e. Career games,
organizing industry, etc.
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

12th GRADE

Field Trips
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Speakers
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 to 20
(6) _____ 21 to 30
(7) _____ 31 or more

Films and Filmstrips
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Programmed Materials
i.e. Selecting a Career, etc.
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Records and Tapes
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Simulated Experiences
i.e. Career games,
organizing industry, etc.
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

2. In your World of Work Course, on how many occupations did you do extensive research (check one) NOTE: The World of Work course is sometimes called "Vocational Exploration, "Occupations Investigations," "Career Selection," etc.

(1) _____ I haven't taken a World of Work Course
(2) _____ none
(3) _____ 1 to 5
(4) _____ 6 to 10
(5) _____ 11 to 15
(6) _____ 16 - 20
(7) _____ 21 - 25
(8) _____ 26 - 30
(9) _____ 31 or more

3. Have you had any community work experience or on-the-job training in connection with the CSE project (check one)

(1) _____ yes
(2) _____ no

(If "yes" complete the following questions, if "no" go on to question number 4)

What jobs did you work at (check as many as appropriate and indicate the total number of days and the average number of hours worked per day)

BOYS ONLY

		Total Number of days	Average Number of hours per da
_____	Auto Mechanic's Helper	_____ days	_____ hours
_____	Bookkeeper	_____ days	_____ hours
_____	Carpenter	_____ days	_____ hours
_____	Custodian, Janitor	_____ days	_____ hours
_____	Drill Press Operator	_____ days	_____ hours
_____	Electrician	_____ days	_____ hours
_____	Farm Hand - General	_____ days	_____ hours
_____	Fish and Game Warden	_____ days	_____ hours
_____	Fork lift Truck Operator	_____ days	_____ hours
_____	Fry Cook	_____ days	_____ hours
_____	General Office Clerk	_____ days	_____ hours
_____	Kitchen Helper - Dishwasher	_____ days	_____ hours
_____	Mail Clerk	_____ days	_____ hours
_____	Painter - Decorator	_____ days	_____ hours
_____	Sales Clerk	_____ days	_____ hours
_____	Service Station Attendant	_____ days	_____ hours
_____	Stock Clerk	_____ days	_____ hours
_____	Television Service and Repair	_____ days	_____ hours
_____	Truck Driver	_____ days	_____ hours

_____	Ward Attendant	_____ days	_____ hours
_____	Draftsman	_____ days	_____ hours
_____	Printing	_____ days	_____ hours
_____	Plumbing	_____ days	_____ hours
_____	Other (please indicate)		
	_____________________	_____ days	_____ hours
	_____________________	_____ days	_____ hours
	_____________________	_____ days	_____ hours

- GIRLS ONLY -

		Total Number of days	Average Number of hours per day
_____	Beauty Operator	_____ days	_____ hours
_____	Bookkeeper	_____ days	_____ hours
_____	Business Machine Operator	_____ days	_____ hours
_____	Cook	_____ days	_____ hours
_____	Dental Assistant	_____ days	_____ hours
_____	File Clerk	_____ days	_____ hours
_____	General Office Clerk	_____ days	_____ hours
_____	Maid - Housekeeper (cabin maid)	_____ days	_____ hours
_____	Nurse's Aide (Candy Striper)	_____ days	_____ hours
_____	Printing	_____ days	_____ hours
_____	Sales Clerk	_____ days	_____ hours
_____	Serving Machine Operator	_____ days	_____ hours
_____	Stenographer	_____ days	_____ hours
_____	Telephone Operator	_____ days	_____ hours
_____	Typist	_____ days	_____ hours
_____	Waitress	_____ days	_____ hours
_____	Other (please indicate)		
	_____________________	_____ days	_____ hours
	_____________________	_____ days	_____ hours
	_____________________	_____ days	_____ hours

4. Review the following list of high school classes and place a check mark by those you have taken or are taking (check as many as apply). Then go back and for each one you have checked indicate with a checkmark in the appropriate column whether it was a required course or an elective.

		(1) Required	(2) Elective
_____	Auto Mechanics	_____	_____
_____	Bookkeeping	_____	_____
_____	Business	_____	_____
_____	Business Math	_____	_____
_____	Carpentry	_____	_____
_____	Distributive Education	_____	_____
_____	Drafting	_____	_____
_____	Electricity or Electronics	_____	_____
_____	Home Economics (sewing, cooking, etc.)	_____	_____
_____	Office Machines	_____	_____
_____	Office practices	_____	_____
_____	Plumbing	_____	_____
_____	Shorthand	_____	_____
_____	Typing	_____	_____
_____	Vocational Agriculture	_____	_____
_____	Welding	_____	_____
_____	Others (please list)		
	________________________________	_____	_____
	________________________________	_____	_____
	________________________________	_____	_____

SECTION III. FEELINGS ABOUT CSE PROGRAM

I. Following are some statements about some of your experiences in the CSE program. You are to read each statement carefully and then determine the extent to which you agree or disagree with the statement by circling the appropriate letters.

SA = Strongly agree
A = Agree
NO = No Opinion
D = Disagree
SD = Strongly Disagree

If the statement concerns some aspect of the program you have not had any experience with circle the letters NA. NA means that the statement is Not Applicable to you since you haven't had any experience at all in that regard.

1. The World of Work class helped me become familiar with a vocation of my interest. (World of Work class is sometimes called "Vocational Explorations," "Occupations Investigations," "Career Selection," etc.) SA A NO D SD NA

2. Field trips were helpful in learning about different occupations. SA A NO D SD NA

3. On-the-job training in the Community helped me learn a useful skill. SA A NO D SD NA

4. Exploratory on-the-job experience was an effective means of learning about a specific occupation. SA A NO D SD NA

5. The CSA in my school was able to help me with information about different occupations. SA A NO D SD NA

6. I would recommend the CSE program to any student because of the value in helping make career choices. SA A NO D SD NA

7. The ability and interest tests I took gave me information about myself that helped me make better decisions about different jobs. SA A NO D SD NA

8. Most of my time in the CSE program was spent reading and studying about different occupations. SA A NO D SD NA

9. The program would have been better if we had taken more field trips to study different occupational opportunities. SA A NO D SD NA

10. Most of my friends in the CSE program liked it. SA A NO D SD NA

11. The CSA in my school had a sincere desire to help us make better career choices. SA A NO D SD NA

12. Because of my experiences in the CSE program I can make more sensible job choices. SA A NO D SD NA

13. The interviews I had with people in different occupations taught me things I didn't know before. SA A NO D SD NA

14. The speakers I listened to were helpful in giving me information I didn't have about various jobs. SA A NO D SD NA

15. The CSE program has caused me to change my mind about the occupation I want to enter. SA A NO D SD NA

16. Through the CSE program I have learned enough about a specific occupation that I think I will follow through with training in this field. SA A NO D SD NA

17. I was satisfied with the supervision I had while working in the community as part of my CSE training. SA A NO D SD NA

18. Most of the time the community cooperating employer was helpful and made the on-the-job training a valuable experience. SA A NO D SD NA

19. The CSA was able to start a program in our school that we had never had before. SA A NO D SD NA

20. In my opinion we did too much reading and didn't have enough films, field trips, speakers, interviews, etc. SA A NO D SD NA

21. All things considered I feel that the CSE program is a worth while program. SA A NO D SD NA

22. If I had it to do over again I would take more interest in the CSE program. SA A NO D SD NA

23. The CSE program in my high school should do more than it is already doing to prepare us for the future. SA A NO D SD NA

II. Compare your knowledge about the World of Work now with your knowledge before starting the CSE program. Then for each activity which follows indicate the extent to which it helped your knowledge. If you haven't had the experience place a check mark in the last column. Check one for each answer.

	(1) Didn't help	(2) Helped Some	(3) Helped a lot	(4) Didn't have experience
24. On-the-job training	______	______	______	______
25. Field trips	______	______	______	______
26. Films and Filmstrips	______	______	______	______
27. Interviews	______	______	______	______
28. Guest Speakers	______	______	______	______
29. Programmed materials	______	______	______	______
30. Simulated experiences	______	______	______	______
31. Records and Tapes	______	______	______	______

BEST COPY AVAILABLE

Considering all of your experiences in the CSE program to what extent do you feel you have been helped, or in the future will be helped in the following areas.

	(1) Received no benefit at all	(2) Received some benefit	(3) Received Great benefit
32. In applying for a job (check one)	____	____	____
33. In making a wise job choice (check one)	____	____	____
34. In holding or keeping a job (check one)	____	____	____
35. In finding out what skills are needed to obtain a job (check one)	____	✓	____
36. In learning the special skills required for the job most interested in (check one)	____	____	____
37. In finding out something about a lot of different occupations (check one)	____	____	____

38. Listed below are words to describe your feelings about the CSE program. Indicate your feeling by placing a check mark in one of the seven squares anywhere along the line between each pair of words. For instance, if you feel that the CSE program is more good than bad then your check mark will be placed in a box closer to the word good. The better you feel about the program the closer to good your check mark will be placed. If the program is more bad than good then the check will be placed in a box toward the word bad. When you are finished you should have made seven (7) check marks, one between each pair of words. Do not spend too much time on any one pair. It is your first impression that is wanted.

In my opinion the CSE program is:

	1	2	3	4	5	6	7	
Bad	☐	☐	☐	☐	☐	☐	☐	Good
Worthless	☐	☐	☐	☐	☐	☐	☐	Valuable
Unimportant	☐	☐	☐	☐	☐	☐	☐	Important
Harmful	☐	☐	☐	☐	☐	☐	☐	Beneficial
Boring	☐	☐	☐	☐	☐	☐	☐	Interesting
Uninformative	☐	☐	☐	☐	☐	☐	☐	Informative
Disorganized	☐	☐	☐	☐	☐	☐	☐	Organized

The following two questions will allow you to write down some of the things you liked best and liked least about the CSE program. Remember that any information you provide will help considerably in making the program better.

39. The thing(s) I liked best about the program was (were):

40. The thing(s) I like least about the program was (were):

APPENDIX B

Former High School Questionnaire

FORMER HIGH SCHOOL STUDENT QUESTIONNAIRE

INSTRUCTIONS: Following are some questions concerning yourself and your participation in the Career Selection Education program while in high school. Your cooperation in responding accurately to the questions will be greatly appreciated. Your answers will help us evaluate and improve the CSE program. Remember, accuracy is very important. The questionnaire calls for your name, but in no way will your name be associated with your answers. Your name is only necessary so your scores on the aptitude and interest tests can be matched with your answers to this questionnaire. After the match has been made your name will be disregarded. It will not be recorded anywhere so you can be completely honest in your answers. Now, proceed to answer this questionnaire as accurately as you can. When you are finished, place your questionnaire in the envelope provided, seal it, and mail it directly to

Mr. Rowan C. Stutz, Coordinator
Western States Small Schools Project
Utah State Board of Education
1300 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

This questionnaire will then be matched with your test scores, and the answers to all questionnaires analyzed.

Thank you very much

Name (please print) ____
Last First Middle Initial

SECTION I: HISTORICAL INFORMATION

1. Where are you presently living (check one)

(1) _____ at home with my parents
(2) _____ not at home but in the same town or community
(3) _____ in a community within 50 miles of my home
(4) _____ in a community more than 50 miles away but still within the same state
(5) _____ in another state

2. Your sex (1) _____ male (2) _____ female

3. High School attended (check one)

(01) _____ Bryce Valley
(02) _____ Cloud Craft
(03) _____ Debeque
(04) _____ Escalante
(05) _____ Fredonia
(06) _____ Haxtun
(07) _____ Kanab
(08) _____ Meeker
(09) _____ Patagonia Union
(10) _____ Saharita
(11) _____ Tonopah
(12) _____ Virgin Valley
(13) _____ Weed

4. In which classes or grades did you participate in the CSE program (check all that apply)

_____ 9th
_____ 10th
_____ 11th
_____ 12th

5. Highest grade of high school you have completed (check one)

(1) _____ 9th grade
(2) _____ 10th grade
(3) _____ 11th grade
(4) _____ 12th grade

6. Did you graduate from high school (check one)

(1) _____ yes
(2) _____ no

7. Year you last attended high school (check one)

(1) _____ 1964
(2) _____ 1965
(3) _____ 1966
(4) _____ 1967
(5) _____ 1968

8. What is your work status now? Are you (check one)

(1) _____ employed full time (40 hours or more per week)
(2) _____ employed part time (less than 40 hours per week)
(3) _____ unemployed
(4) _____ student, unemployed
(5) _____ student, employed

9. If employed, what is your present job (please print) _________________________
____

10. Would you be contented to stay in your present job for the next 5 years (check one)

(1) _____ yes
(2) _____ no

11. Immediately after leaving high school did you (check one)

(1) _____ go on for further education or training
(2) _____ try to find a permanent job
(3) _____ try to find a temporary job

12. If after leaving high school your decision was to find a permanent job where did you first look (check one)

(1) _____ in the same community
(2) _____ in a community within 50 miles
(3) _____ in a community more than 50 miles away but still within the same state
(4) _____ in another state

13. If after leaving high school your decision was to find a permanent job did you (check one)

(1) _____ just try to find any job that sounded good and would pay well
(2) _____ try to find a specific kind of job, one that you had in mind

14. If you now have a job where is it located with respect to where you went to high school (check one)

(1) _____ in the same community
(2) _____ in a community within 50 miles
(3) _____ in a community more than 50 miles away but still within the same state
(4) _____ in another state

15. How many full time jobs have you had since leaving high school (check one)

(1) _____ none
(2) _____ one
(3) _____ two
(4) _____ three
(5) _____ four
(6) _____ five
(7) _____ six or more

16. How many part time jobs have you had since leaving high school (check one)

(1) _____ none
(2) _____ one
(3) _____ two
(4) _____ three
(5) _____ four
(6) _____ five
(7) _____ six or more

17. Are you attending school now (check one)

(1) _____ yes
(2) _____ no

18. If you are a student attending school, are you attending (check one)

(1) _____ a trade or vocational school
(2) _____ a college or university

19. How many years of schooling beyond high school would you like to have (chec one)

(1) _____ none
(2) _____ one
(3) _____ two
(4) _____ three
(5) _____ four
(6) _____ five
(7) _____ six
(8) _____ seven
(9) _____ eight or more

20. While attending high school your last year did you ever have a job (check one)

(1) _____ no
(2) _____ yes, I had a full time job (40 hours or more a week)
(3) _____ yes, I had a part time job (less than 40 hours a week)

21. If you worked either part or full time during your last year in high school for whom did you work (check one)

(1) _____ father
(2) _____ self employed
(3) _____ other

22. If you worked for your father during your last year in high school to what extent did you get paid for your time (check one)

(1) _____ received no money
(2) _____ received only what money you needed
(3) _____ received a regular wage

23. Which of the following have you done, or helped do during your life (check as many as apply)

_____ Electrical wiring
_____ Plumbing
_____ Furniture repairing
_____ Painting
_____ Carpentry
_____ Cement work
_____ Plastering
_____ Paper hanging
_____ Landscaping
_____ Repair a car
_____ Library work
_____ Dishwashing
_____ Serving as hospital volunteer
_____ Filing (records, etc.)
_____ Typing
_____ Camp Counseling
_____ Cooking
_____ Recreation work

24. While you were in high school how many hours each week was your mother employed outside of the home (check one)

(1) _____ none
(2) _____ 1 - 10
(3) _____ 11 - 20
(4) _____ 21 - 40
(5) _____ 41 or more

25. What is (was) your father's occupation (please print)____________________
____

26. Your best estimate of your parents' combined annual income (check one)

(1) _____ less than $3,000
(2) _____ from $3,000 to $6,000
(3) _____ from $6,000 to $9,000
(4) _____ from $9,000 to $12,000
(5) _____ from $12,000 to 15,000
(6) _____ over $15,000
(7) _____ I have no idea

27. How sure are you of the amount of income just checked (check one)

(1) _____ very sure
(2) _____ pretty sure but not absolutely certain
(3) _____ not sure but I think that's about it

28. How many brothers and sisters do you have (check one)

(1) _____ none
(2) _____ one
(3) _____ two
(4) _____ three
(5) _____ four
(6) _____ five
(7) _____ six
(8) _____ seven
(9) _____ eight or more

29. What is the highest grade attended by your father (check one)

(01) _____ less than 8th grade
(02) _____ 8th grade
(03) _____ 9th grade
(04) _____ 10th grade
(05) _____ 11th grade
(06) _____ 12th grade
(07) _____ 1 year of college
(08) _____ 2 years of college
(09) _____ 3 years of college
(10) _____ 4 years of college
(11) _____ more than 4 years of college

30. What is the highest grade attended by your mother (check one)

(01) _____ less than 8th grade
(02) _____ 8th grade
(03) _____ 9th grade
(04) _____ 10th grade
(05) _____ 11th grade
(06) _____ 12th grade
(07) _____ 1 year of college
(08) _____ 2 years of college
(09) _____ 3 years of college
(10) _____ 4 years of college
(11) _____ more than 4 years of college

31. During high school about how often did you spend an evening at home sitting around and reading (check one)

(1) _____ Practically never
(2) _____ Rarely
(3) _____ Occasionally
(4) _____ Frequently
(5) _____ Whenever you had a chance.

32. When you were growing up, about how many books were around the house (check one)

(1) _____ a large library
(2) _____ several bookcases full
(3) _____ one bookcase full
(4) _____ a few books

33. How many different magazines and periodicals did you read regularly while in high school (check one)

(1) _____ 0
(2) _____ 1
(3) _____ 2 or 3
(4) _____ 4 or 6
(5) _____ 7 or more

34. To what extent did you read daily newspapers while in high school (check one)

(1) _____ Read one or more newspapers thoroughly each day
(2) _____ Read parts of one newspaper each day
(3) _____ Read parts of more than one newspaper each day
(4) _____ Read a newspaper two or three times per week
(5) _____ Seldom read a newspaper
(6) _____ Never read newspapers

35. What parts of the newspaper did you read regularly while in high school (check as many as apply)

_____ Editorials
_____ Features
_____ Financial page
_____ News
_____ Syndicated columns
_____ The funnies
_____ The sports page
_____ Want ads
_____ Something else
_____ Did not read a paper

36. When you were a child, how often did your parents read to you (check one)

(1) _____ At least twice a week
(2) _____ Once a week or less
(3) _____ Very seldom or never

37. Car ownership or accessability (check one)

(1) _____ I own my own car
(2) _____ I do not own a car but I have access to one nearly any time I want
(3) _____ I do not own a car but can use one occasionally if I ask
(4) _____ I do not have access to a car even though I have a driver's license
(5) _____ I do not have access to a car because I don't have a driver's license

38. In how many different cities, towns, or townships have you lived between the time you started school and the time when you left high school (check one)

(1) _____ 1
(2) _____ 2
(3) _____ 3 - 5
(4) _____ 5 - 10
(5) _____ more than 10

39. How many of the 50 United States have you visited or lived in (check one)

(1) _____ only the one in which I now live
(2) _____ 2 to 5
(3) _____ 6 to 10
(4) _____ 11 to 25
(5) _____ 26 to 50

40. Where did most of your spending money come from during the years you were in high school (check one)

(1) _____ Allowance from parents
(2) _____ Own earnings
(3) _____ Partly allowance, partly earnings
(4) _____ Other sources
(5) _____ Had no spending money

41. How much independence do you feel your parents gave you during high school (check one)

(1) _____ Quite restrictive
(2) _____ About as much as the rest of your friends
(3) _____ Quite lenient
(4) _____ As much as you wanted
(5) _____ Practically none

42. How do you feel concerning the adequacy of your high school preparation for your future (check one)

(1) _____ Very adequate
(2) _____ Weak in certain areas
(3) _____ Very inadequate
(4) _____ Unable to answer

43. How do you compare with others of your own sex in your ability to learn (check one)

(1) _____ Advance much more rapidly than most
(2) _____ Advance just a little faster than most
(3) _____ About the same as most
(4) _____ Progress just a little slower than most
(5) _____ Progress much slower than most

44. Which type of your high school courses was easiest (check one)

(1) _____ Physical science, chemistry, physics
(2) _____ Natural science, biology, zoology
(3) _____ History, economics, civics
(4) _____ Commercial courses, bookkeeping, typing
(5) _____ Shop courses or Home Economics
(6) _____ Mathematics

45. Which type of your high school courses was the most difficult (check one)

(1) _____ Physical science, chemistry, physics
(2) _____ Natural science, biology, zoology
(3) _____ History, economics, civics
(4) _____ Commercial courses, bookkeeping, typing
(5) _____ Shop courses or Home Economics
(6) _____ Mathematics

46. How many of the following had you done by the time you left high school (check as many as apply)

_____ Baby sit
_____ Bake a cake
_____ Build and finish some furniture
_____ Build and operate a piece of machinery
_____ Build a small radio
_____ Change a tire
_____ Choose my own clothes
_____ Dance
_____ Drive a car
_____ Exhibit something which you made
_____ Go along on an overnight trip to a strange city
_____ Handle a sailboat in a breeze
_____ Have a full-time job
_____ Have a part-time job

(continued on next page)

_____ Have a Social Security Number
_____ Have my own checking account
_____ Have my own savings account
_____ Iron a shirt
_____ Make a dress
_____ Make a long-distance phone call
_____ Make minor house repairs
_____ Mend a sock
_____ Mend the cord on an electrical appliance
_____ Operate a tractor, bulldozer, or similar machine
_____ Paint or paper a room
_____ Play tennis or golf
_____ Prepare a complete meal
_____ Swim
_____ Take a share of responsibility for running the home
_____ Take complete care of a garden
_____ Use a shotgun or .22 caliber or larger rifle
_____ Water ski

47. How did you react to the opportunities in the CSE program you had (check one)

(1) _____ You took advantage of every opportunity
(2) _____ You generally tried to take advantage of any opportunity
(3) _____ You took advantage of some and not of others
(4) _____ You didn't have too many opportunities, but you took advantage of the ones you had
(5) _____ You didn't take advantage of any of the opportunities presented

48. What jobs would you like to be working at if you had your choice (List in order of preference)

1st choice ______________________________
2nd choice ______________________________
3rd choice ______________________________

49. To what extent are the jobs you just listed different from your choices before starting the CSE program (check one)

(1) _____ there has been no change
(2) _____ one is different
(3) _____ two are different
(4) _____ all three are different

50. If any of your choices listed above are different from your choices before starting the CSE program to what extent did your experiences in the CSE program contribute to this change (check one)

(1) _____ the CSE program had absolutely no influence
(2) _____ The CSE program had a little influence
(3) _____ the CSE program had a fair amount of influence
(4) _____ the CSE program had considerable influence

51. When in high school, why did you participate in the CSE program (check one)

(1) _____ I was required to participate in the program
(2) _____ I was not required to take the program, but I was strongly encouraged
(3) _____ I was interested in the program and took it as an elective

52. Knowing what you do about the CSE program, if you had to do it all over again would you voluntarily participate in the CSE program (check one)

(1) _____ definitely yes
(2) _____ probably yes
(3) _____ probably no
(4) _____ definitely no

SECTION II. EXPERIENCES IN CSE PROGRAM

INSTRUCTIONS: To answer the questions in this section you are to remember the best you can those experiences you had as a participant in the CSE program.

1. While a participant in the CSE program in High School how many field trips, speakers, films and filmstrips, programmed materials, records and tapes, and simulated experiences did you have.

Field Trips
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Speakers
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Films and Filmstrips
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Programmed Material
i.e. Selecting a Career
etc. (check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Records and Tapes
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

Simulated Experiences
i.e. Career games,
Organizing Industry, etc.
(check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 10
(5) _____ 11 or more

2. In your World of Work Course, on how many occupations did you do extensiv research (check one) NOTE: The World of Work course is sometimes called "Vocational Exploration, "Occupations Investigations," "Career Selection," etc.

(1) _____ I haven't taken a World of Work Course
(2) _____ none
(3) _____ 1 to 5
(4) _____ 6 to 10
(5) _____ 11 to 15
(6) _____ 16 - 20
(7) _____ 21 - 25
(8) _____ 26 - 30
(9) _____ 31 or more

3. Have you had any community work experience or on-the-job training in connection with the CSE project (check one)

(1) _____ yes
(2) _____ no

(If "yes" complete the following questions, if "no" go on to question number 4)

What jobs did you work at (check as many as appropriate and indicate the total number of days and the average number of hours worked per day)

BOYS ONLY

		Total Number of days	Average Number of hours per day
_____	Auto Mechanic's Helper	_____ days	_____ hours
_____	Bookkeeper	_____ days	_____ hours
_____	Carpenter	_____ days	_____ hours
_____	Custodian, Janitor	_____ days	_____ hours
_____	Drill Press Operator	_____ days	_____ hours
_____	Electrician	_____ days	_____ hours
_____	Farm Hand - General	_____ days	_____ hours
_____	Fish and Game Warden	_____ days	_____ hours
_____	Fork lift Truck Operator	_____ days	_____ hours
_____	Fry Cook	_____ days	_____ hours
_____	General Office Clerk	_____ days	_____ hours
_____	Kitchen Helper - Dishwasher	_____ days	_____ hours
_____	Mail Clerk	_____ days	_____ hours
_____	Painter - Decorator	_____ days	_____ hours
_____	Sales Clerk	_____ days	_____ hours
_____	Service Station Attendant	_____ days	_____ hours
_____	Stock Clerk	_____ days	_____ hours
_____	Television Service and Repair	_____ days	_____ hours
_____	Truck Driver	_____ days	_____ hours

_____	Ward Attendant	_____ days	_____ hours
_____	Draftsman	_____ days	_____ hours
_____	Printing	_____ days	_____ hours
_____	Plumbing	_____ days	_____ hours
_____	Other (please indicate)		
	_______________________	_____ days	_____ hours
	_______________________	_____ days	_____ hours
	_______________________	_____ days	_____ hours

- GIRLS ONLY -

		Total Number of days	Average Number of hours per day
_____	Beauty Operator	_____ days	_____ hours
_____	Bookkeeper	_____ days	_____ hours
_____	Business Machine Operator	_____ days	_____ hours
_____	Cook	_____ days	_____ hours
_____	Dental Assistant	_____ days	_____ hours
_____	File Clerk	_____ days	_____ hours
_____	General Office Clerk	_____ days	_____ hours
_____	Maid - Housekeeper (cabin maid)	_____ days	_____ hours
_____	Nurse's Aide (Candy Striper)	_____ days	_____ hours
_____	Printing	_____ days	_____ hours
_____	Sales Clerk	_____ days	_____ hours
_____	Serving Machine Operator	_____ days	_____ hours
_____	Stenographer	_____ days	_____ hours
_____	Telephone Operator	_____ days	_____ hours
_____	Typist	_____ days	_____ hours
_____	Waitress	_____ days	_____ hours
_____	Other (please indicate)		
	_______________________	_____ days	_____ hours
	_______________________	_____ days	_____ hours
	_______________________	_____ days	_____ hours

4. Review the following list of high school classes and place a check mark by those you took in high school (check as many as apply). Then go back and for each one you have checked indicate whether the course was required or was an elective by placing a check mark in the appropriate column.

		(1) Required	(2) Elective
_____	Auto Mechanics	_____	_____
_____	Bookkeeping	_____	_____
_____	Business	_____	_____
_____	Business Math	_____	_____
_____	Carpentry	_____	_____
_____	Distributive Education	_____	_____
_____	Drafting	_____	_____
_____	Electricity or Electronics	_____	_____
_____	Home Economics (sewing, cooking, etc.)	_____	_____
_____	Office Machines	_____	_____
_____	Office practice	_____	_____
_____	Plumbing	_____	_____
_____	Shorthand	_____	_____
_____	Typing	_____	_____
_____	Vocational Agriculture	_____	_____
_____	Welding	_____	_____
_____	Others (please list)		
	______________________________	_____	_____
	______________________________	_____	_____
	______________________________	_____	_____

SECTION III. FEELINGS ABOUT CSE PROGRAM

I. Following are some statements about some of your experiences in the CSE program. You are to read each statement carefully and then determine the extent to which you agree or disagree with the statement by circling the appropriate letters.

SA = Strongly agree
A = Agree
NO = No Opinion
D = Disagree
SD = Strongly Disagree

If the statement concerns some aspect of the program you have not had any experience with circle the letters NA. NA means that the statement is Not Applicable to you since you haven't had any experience at all in that regard.

1. The World of Work class helped me become familiar with a vocation of my interest. (World of Work class is sometimes called "Vocational Explorations," "Occupations Investigations," "Career Selection," etc.) SA A NO D SD NA

2. Field trips were helpful in learning about different occupations. SA A NO D SD NA

3. On-the-job training in the Community helped me learn a useful skill. SA A NO D SD NA

4. Exploratory on-the-job experience was an effective means of learning about a specific occupation. SA A NO D SD NA

5. The CSA in my school was able to help me with information about different occupations. SA A NO D SD NA

6. I would recommend the CSE program to any student because of the value in helping make career choices. SA A NO D SD NA

7. The ability and interest tests I took gave me information about myself that helped me make better decisions about different jobs. SA A NO D SD NA

8. Most of my time in the CSE program was spent reading and studying about different occupations. SA A NO D SD NA

9. The program would have been better if we had taken more field trips to study different occupational opportunities. SA A NO D SD NA

10. Most of my friends in the CSE program liked it. SA A NO D SD NA

11. The CSA in my school had a sincere desire to help us make better career choices. SA A NO D SD NA

12. Because of my experiences in the CSE program I can make more sensible job choices. SA A NO D SD NA

13. The interviews I had with people in different occupations taught me things I didn't know before. SA A NO D SD NA

14. The speakers I listened to were helpful in giving me information I didn't have about various jobs. SA A NO D SD NA

15. The CSE program caused me to change my mind about the occupation I wanted to enter. SA A NO D SD NA

16. Through the CSE program I learned enough about a specific occupation so that I wanted to follow through with training in that field. SA A NO D SD NA

17. I was satisfied with the supervision I had while working in the community as part of my CSE training. SA A NO D SD NA

18. Most of the time the community cooperating employer was helpful and made the on-the-job training a valuable experience. SA A NO D SD NA

19. The CSA was able to start a program in our school that we had never had before. SA A NO D SD NA

20. In my opinion we did too much reading and didn't have enough films, field trips, speakers, interviews, etc. SA A NO D SD NA

21. All things considered I feel that the CSE program was a worth while program. SA A NO D SD NA

22. If I had it to do over again I would take more interest in the CSE program. SA A NO D SD NA

23. The CSE program in my high school should do more than it did to prepare us for the future. SA A NO D SD NA

24. In looking back I believe that the CSE program was of benefit to me in deciding what to do after leaving high school. SA A NO D SD NA

25. The CSE program helped me find my 1st job after leaving high school. SA A NO D SD NA

II. Compare your knowledge about the World of Work after your experiences in the CSE program with your knowledge before starting. Then for each activity which follows indicate the extent to which it helped your knowledge. If you didn't have the experience place a check mark in the last column. (Make one check mark for each activity)

	(1) Didn't help	(2) Helped some	(3) Helped a lot	(4) Didn't have experience
26. On-the-job training	____	____	____	____
27. Field trips	____	____	____	____
28. Films or filmstrips	____	____	____	____
29. Interviews	____	____	____	____
30. Guest speakers	____	____	____	____
31. Programmed materials	____	____	____	____
32. Simulated experiences	____	____	____	____
33. Records and Tapes	____	____	____	____

BEST COPY AVAILABLE

III. Considering all of your experiences in the CSE program to what extent do you feel you have been helped, or in the future will be helped, in the following activities. (make one check mark for each activity)

	(1) Received no benefit at all	(2) Received some benefit	(3) Received Great benefit
34. In applying for a job	____	____	____
35. In making a wise job choice	____	____	____
36. In holding or keeping a job	____	____	____
37. In finding out what skills are needed	____	____	____
38. In learning the special skills required for the job most interested in	____	____	____
39. In finding out something about a lot of different occupations	____	____	____

IV. 40. Listed below are words to describe your feelings about the CSE program. Indicate your feeling by placing a check mark in one of the seven squares anywhere along the line between each pair of words. For instance, if you feel that the CSE program is more good than bad then your check mark will be placed in a box closer to the word good. The better you feel about the program the closer to good your check mark will be placed. If the program is more bad than good then the check will be placed in a box toward the word bad. When you are finished you should have made seven (7) check marks, one between each pair of words. Do not spend too much time on any one pair. It is your first impression that is wanted.

In my opinion the CSE program is:

	1	2	3	4	5	6	7	
Bad	☐	☐	☐	☐	☐	☐	☐	Good
Worthless	☐	☐	☐	☐	☐	☐	☐	Valuable
Unimportant	☐	☐	☐	☐	☐	☐	☐	Important
Harmful	☐	☐	☐	☐	☐	☐	☐	Beneficial
Boring	☐	☐	☐	☐	☐	☐	☐	Interesting
Uninformative	☐	☐	☐	☐	☐	☐	☐	Informative
Disorganized	☐	☐	☐	☐	☐	☐	☐	Organized

V. The following three questions will allow you to write down some of the things you liked best and liked least about the CSE program. Remember that any information you provide will help considerably in making the program better.

41. The thing(s) I liked best about the program was (were):

42. The thing(s) I like least about the program was (were):

43. Now that I am no longer in high school, I can see that the CSE program could be improved by:

APPENDIX C

Career Selection Agent Questionnaire

CAREER SELECTION AGENT QUESTIONNAIRE

Answers to the following questions will be extremely valuable in assessing the CSE program. We know your time is valuable, but at the same time we also know your opini are highly important in this evaluation. We would, therefore, greatly appreciate your careful consideration and response to the questions that follow. Please be as accurate as you possibly can in answering these questions, otherwise the results will be meaningless.

I

(Col. 6-7) 1. High School at which you work (check one)

(01) _____ Bryce Valley
(02) _____ Cloud Craft
(03) _____ Debeque
(04) _____ Escalante
(05) _____ Fredonia
(06) _____ Haxtun
(07) _____ Kanab
(08) _____ Meeker
(09) _____ Patagonia Union
(10) _____ Saharita
(11) _____ Tonopah
(12) _____ Virgin Valley
(13) _____ Weed
_____
_____

(Col. 8) 2. Your sex (check one) (1) _____ male (2) _____ female

(Col. 9-10) 3. Your age (in years) _________

(Col. 11) 4. Number of years teaching (check one)

(1) _____ 1 - 5
(2) _____ 6 - 10
(3) _____ 11 - 15
(4) _____ 16 - 20
(5) _____ 21 - 25
(6) _____ 26 - 30
(7) _____ 31 - 35
(8) _____ 36 - 40
(9) _____ 41 - 45

(Col. 12) 5. How long have you been a CSA (check one)

(1) _____ less than a year
(2) _____ 1 - 2 years
(3) _____ 2 - 3 years

(Col. 13-14) 6. What was your undergraduate major in college (check one)

(01) _____ Art
(02) _____ Business
(03) _____ Counseling and Guidance
(04) _____ English
(05) _____ Home Economics
(06) _____ Industrial Arts
(07) _____ Languages
(08) _____ Mathematics
(09) _____ Music
(10) _____ Physical Educat
(11) _____ Social Sciences
(12) _____ Speech
(13) _____ Vocational Agriculture
(14) _____ Other (please indicate)

____

(Col. 15-16) 7. What was your undergraduate minor in college (check one)

(01) _____ Art
(02) _____ Business
(03) _____ Counseling and Guidance
(04) _____ English
(05) _____ Home Economics
(06) _____ Industrial Arts
(07) _____ Languages
(08) _____ Mathematics

(09) _____ Music
(10) _____ Physical Educ
(11) _____ Social Scienc
(12) _____ Speech
(13) _____ Vocational
Agricult
(14) _____ Other (please
indicate)
____

(Col. 17-32) 8. In what areas are you currently teaching (check all applica

(Col 17) _____ Art
(Col 18) _____ Business
(Col 19) _____ Counseling and Guidance
(Col 20) _____ English
(Col 21) _____ Home Economics
(Col 22) _____ Industrial Arts
(Col 23) _____ Languages
(Col 24) _____ Mathematics
(Col 25) _____ Music
(Col 26) _____ Physical Education
(Col 27) _____ Social Sciences
(Col 28) _____ Speech
(Col 29) _____ Vocational Agriculture
_____ Other (please indicate)
(Col 30) ______________________________

(Col 31) ______________________________

(Col 32) ______________________________

(Col. 33) 9. How many quarter credit hours of counseling and guidance courses have you had (check one)

(1) _____ none
(2) _____ 1 - 3
(3) _____ 4 - 6
(4) _____ 7 - 12
(5) _____ 13 - 18
(6) _____ 19 or above

(Col. 34) 10. How many hours per week do you typically spend in CSE related activities (check one)

(1) _____ 0 - 5
(2) _____ 6 - 10
(3) _____ 11 - 15
(4) _____ 16 - 20
(5) _____ 21 - 25
(6) _____ 26 or more

(Col. 35) 11. How many hours has your principal formally allowed you to perform CSE related activities (check one)

(1) _____ 0 - 5
(2) _____ 6 - 10
(3) _____ 11 - 15
(4) _____ 16 - 20
(5) _____ 21 - 25
(6) _____ 26 or more

(Col. 36) 12. In your opinion, at what grade level do you feel it best to start the CSE program (check one)

(1) _____ 12th grade
(2) _____ 11th grade
(3) _____ 10th grade
(4) _____ 9th grade
(5) _____ 8th grade
_____ Other (please identify)

(Col. 37-43) 13. Following is a list of activities which constitute the major part of many CSE programs. Please read them through and then rank them from 1 to 7 on the basis of how beneficial they are to the students generally (where 1 is the most beneficial and 7 is the least beneficial). The rank you assign (1,2,3,4,5,6, or 7) a given activity can be written in the space to the left of the activity. If you have not had any experience with one or more of the activities, place a N/A in the space(s) and rank the others.

(Col 37) _____ Guest speakers
(Col 38) _____ Films and Filmstrips
(Col 39) _____ Field Trips
(Col 40) _____ Records and tapes
(Col 41) _____ Programmed materials
(Col 42) _____ *World of Work Course
(Col 43) _____ Work experience in the community

*World of Work course is sometimes called "Vocational Exploration," "Occupations Investigations," "Career Selections," etc.

(Col. 44-50) 14. Now, for the same list of activities as appeared in the previous question rank the activities in order of their interest to the students generally (where 1 is the most interesting and 7 is the least interesting). Place your rank in the space to the left of the activity. As before, place an N/A in the space if you are not qualified to rank that one activity, and then proceed to rank those that remain.

(col 44)______ Guest speakers
(col 45)______ Films and Filmstrips
(col 46)______ Field trips
(col 47)______ Records and tapes
(col 48)______ Programmed materials
(col 49)______ World of Work course
(col 50)______ Work experience in the community

II. This next series of questions will enable you to express your feelings about various aspects of the CSE program. You are to read each statement and then indicate how you feel about the statement by circling the appropriate letters.

SA = Strongly Agree
A = Agree
NO = No Opinion
D = Disagree
SD = Strongly Disagree

If you can't make a judgment on a statement because of not having had any experience in that regard circle NA which means not applicable.

(Col. 51) 15. I think the World of Work class (sometimes referred to as "Vocational Explorations," "Occupations Investigations," "Career Selection," etc.) was valuable to students in broadening their understanding of the World of Work. SA A NO D SD NA

(Col. 52) 16. I think we need more field trips to a greater variety of places. SA A NO D SD NA

(Col. 53) 17. Placing students in the work community to learn about jobs helps them decide which occupation to pursue after they graduate. SA A NO D SD NA

(Col. 54)	18.	Students placed in the community for on-the-job training have learned the specific skills relating to that job.	SA	A	NO	D	SD	NA
(Col 55)	19.	Having interviews with people in different occupations seemed to be a good way for students to learn about an occupation.	SA	A	NO	D	SD	NA
(Col. 56)	20.	Guest speakers provide a valuable source of information about various jobs.	SA	A	NO	D	SD	NA
(Col. 57)	21.	The CSE program has been a good experience for me because I feel I am helping students make more intelligent career decisions.	SA	A	NO	D	SD	NA
(Col. 58)	22.	My principal has supported me in most of the things I have tried to do.	SA	A	NO	D	SD	NA
(Col. 59)	23.	I need more time to prepare materials for students to use in their research of specific occupations.	SA	A	NO	D	SD	N
(Col. 60)	24.	For the most part, materials are available to conduct a good CSE program in my school.	SA	A	NO	D	SD	NA
(Col. 61)	25.	The Community Cooperating Employers have been helpful in helping students learn specific skills.	SA	A	NO	D	SD	NA
(Col. 62)	26.	Those students who have explored different kinds of occupations in the classroom thru films, speakers, special reports, etc., have been able to make more intelligent career decisions.	SA	A	NO	D	SD	NA
(Col. 63)	27.	Those students who spend time in the work community as part of the CSE program make better occupational and career decisions than do those who do not have this experience	SA	A	NO	D	SD	NA

(Col. 64)	28.	The Community Cooperating Employer should have spent more time teaching the student the skills of the trade.	SA	A	NO	D	SD	NA
(Col. 65)	29.	The help received from the WSSSP central office has been adequate in setting up the CSE program.	SA	A	NO	D	SD	NA
(Col. 66)	30.	I would like to see the CSE program continued next year.	SA	A	NO	D	SD	NA
(Col. 67)	31.	Next year I would increase the number of different occupations a student could investigate.	SA	A	NO	D	SD	NA
(Col. 68)	32.	The WSSSP skill inventory was helpful to me in counseling students occupationally.	SA	A	NO	D	SD	NA
(Col. 69)	33.	The WSSSP Occupational Information Inventory was helpful to me in counseling students occupationally.	SA	A	NO	D	SD	NA
(Col. 70)	34.	The Kuder Preference Record was helpful to me in counseling students occupationally.	SA	A	NO	D	SD	NA
(Col. 71)	35.	The GATB (General Aptitude Test Battery) was helpful to me in counseling students occupationally.	SA	A	NO	D	SD	NA

III

(Col. 72) 36. Rank from 1 to 4 the following instruments in terms of how useful they have been to you. (where 1 means the most help)

_____ GATB
_____ Kuder
_____ WSSSP Skill Inventory
_____ WSSSP Occupational Information Inventory

IV

(Col. 73-79) 37. Listed below are words to describe your feelings about the CSE program. Indicate how you feel by placing a check mark in one of the seven squares anywhere along the line between each pair of words. Do not spend too much time on any one pair. It is your first impression that is wanted. When you are finished you should have made seven (7) check marks, one between each pair of words.

In my opinion the CSE program is:

		1	2	3	4	5	6	7	
(Col. 73)	Bad	☐	☐	☐	☐	☐	☐	☐	Good
(Col. 74)	Worthless	☐	☐	☐	☐	☐	☐	☐	Valuable
(Col. 75)	Unimportant	☐	☐	☐	☐	☐	☐	☐	Important
(Col. 76)	Harmful	☐	☐	☐	☐	☐	☐	☐	Beneficial
(Col. 77)	Boring	☐	☐	☐	☐	☐	☐	☐	Interesting
(Col. 78)	Uninformative	☐	☐	☐	☐	☐	☐	☐	Informative
(Col. 79)	Disorganized	☐	☐	☐	☐	☐	☐	☐	Organized

V. The next three questions are open ended and allow you to express in some detail other feelings you have about the program. Please feel free to make your comments. They will be most helpful.

38. The weaknesses of the CSE program are:

39. The strengths of the CSE program are:

40. Ways by which the CSE program could be improved are:

APPENDIX D

School Program Questionnaire

SCHOOL PROGRAM QUESTIONNAIRE
(to be completed by CSA)

Please be accurate in your responses

(Col. 6-7) 1. High School at which you work (check one)

(01) _____ Bryce Valley
(02) _____ Cloud Craft
(03) _____ Debeque
(04)_____ Escalante
(05) _____ Fredonia
(06) _____ Haxtun
(07) _____ Kanab
(08) _____ Meeker
(09) _____ Patagonia Union
(10) _____ Saharita
(11) _____ Tonopah
(12) _____ Virgin Valley
(13) _____ Weed
_____
_____

(Col. 8-11) 2. Grades involved in CSE program (check all that apply)

(col. 8) _____ grade 9
(col. 9) _____ grade 10
(col. 10)_____ grade 11
(col. 11)_____ grade 12

(Col. 12-14) 3. Approximate number of students in your school participating in CSE ____________

(Col. 15) 4. Would you consider your school's location with respect to providing meaningful experience in your CSE program as being (check one)

(1) _____ excellent
(2) _____ good
(3) _____ fair
(4) _____ poor

(Col. 16) 5. Does your CSE program include a World of Work course (sometimes referred to as "Vocational Explorations," "Occupations Investigations," "career selection," etc.) (check one)

(1) _____ yes
(2) _____ no

(Col. 17) 6. About how many field trips have been taken this year, 1967-68 school year (check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 9
(5) _____ 10 or more

(Col. 18) 7. About how many field trips did you take last year, 1966-67 school year (check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 9
(5) _____ 10 or more

(Col. 19) 8. How many guest speakers have spoken this year, 1967-68 school year (check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 9
(5) _____ 10 or more

(Col. 20) 9. How many guest speakers did you have last year, 1966-67 school year (check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 9
(5) _____ 10 or more

(Col. 21) 10. How many films or filmstrips about different occupations have been shown this year, 1967-68 school year (check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 9
(5) _____ 10 or more

(Col. 22) 11. How many films or filmstrips about different occupations were shown last year, 1966-67 school year (check one)

(1) _____ none
(2) _____ 1 or 2
(3) _____ 3 or 4
(4) _____ 5 to 9
(5) _____ 10 or more

(Col. 23) 12. Since the CSE program started, how many students have been taken out in the community to learn a specific trade? (check one)

(1) _____ none
(2) _____ 1 - 3
(3) _____ 4 - 6
(4) _____ 7 - 9
(5) _____ 10 - 12
(6) _____ 13 - 15
(7) _____ 16 or more

(Col. 24) 13. Since starting the CSE program how many students have spent at least part of one day in the community exploring one or more occupations? (check one)

(1) _____ none
(2) _____ 1 - 5
(3) _____ 6 - 10
(4) _____ 11 - 15
(5) _____ 16 - 20
(6) _____ 21 - 25
(7) _____ 26 - 30
(8) _____ 31 - 35
(9) _____ 36 or more

(Col. 25) 14. How many people in different occupations will the typical student personally interview during this school year? (check one)

(1) _____ none
(2) _____ 1 - 3
(3) _____ 4 - 6
(4) _____ 7 - 9
(5) _____ 10 - 12
(6) _____ 13 or more

(Col. 26) 15. The World of Work class is taught (check one)
note: the World of Work class is sometimes called "Vocational Exploration," "Occupations Investigations," "Career Selections," etc.

(1) _____ full year daily
(2) _____ one semester daily
(3) _____ all year alternating days
(4) _____ 6 week period
(5) _____ not taught
(6) _____ other (please specify)

____

____

16. What problems have been encountered in implementing the CSE program? (please describe)

17. What kind of cooperation was received from the community? (please describe)

APPENDIX E

School Administrator Questionnaire

SCHOOL ADMINISTRATOR QUESTIONNAIRE

Answers to the following questions will be extremely valuable in assessing the CSE program. We know your time is valuable, but at the same time we also know your opinions are highly important in this evaluation. We would, therefore, greatly appreciate your careful consideration and response to the questions that follow. Please be as accurate as you possibly can in answering these questions, otherwise the results will be meaningless. Do not place your name on the questionnaire. Responses are to be anonymous. When you have finished please mail directly to

Mr. Rowan C. Stutz, Coordinator
Western States Small Schools Project
Utah State Board of Education
1300 University Club Building
135 East South Temple
Salt Lake City, Utah 84111

Your immediate consideration of this questionnaire is requested.

Thank you very much.

I. The next nine questions will enable you to express your feelings about various aspects of the CSE program. You are to read each statement and then indicate how you feel about the statement by circling the appropriate letters, where

SA = Strongly Agree
A = Agree
NO = No Opinion
D = Disagree
SD = Strongly Disagree

If you can't make a judgment on a statement because of not having had any experience in that regard circle NA which means not applicable.

(Col. 6) 1. I felt the CSE program was valuable for students in broadening their background about the World of Work. SA A NO D SD NA

(Col. 7) 2. The cost of the program in terms of money was too high for the benefits received. SA A NO D SD NA

(Col. 8) 3. I would like to continue the program next year. SA A NO D SD NA

(Col. 9) 4. The CSA in my school has a good background for helping students learn about different careers. SA A NO D SD NA

BEST COPY AVAILABLE

(Col. 10) 5. Students need more help in rural communities in career selection than they do in urban areas. SA A NO D SD NA

(Col. 11) 6. I intend to increase the materials available to the CSA for conducting the CSE program. SA A NO D SD NA

(Col. 12) 7. People in the community are willing to help provide work experiences for students. SA A NO D SD NA

(Col. 13) 8. My administrative duties kept me from being as familiar with the program as I would like to have been. SA A NO D SD NA

(Col. 14) 9. The cost of the program in terms of time was too high for the benefits received. SA A NO D SD NA

II. 10. Listed below are words to describe your feelings about the CSE program. Indicate how you feel by placing a check mark in one of the seven squares anywhere along the line between each pair of words. Do not spend too much time on any one pair. It is your first impression that is wanted. When you are finished you should have made seven(7) check marks, one between each pair of words.

In my opinion the CSE program is:

		1	2	3	4	5	6	7	
(Col. 15)	Bad	☐	☐	☐	☐	☐	☐	☐	Good
(Col. 16)	Worthless	☐	☐	☐	☐	☐	☐	☐	Valuable
(Col. 17)	Unimportant	☐	☐	☐	☐	☐	☐	☐	Important
(Col. 18)	Harmful	☐	☐	☐	☐	☐	☐	☐	Beneficial
(Col. 19)	Boring	☐	☐	☐	☐	☐	☐	☐	Interesting
(Col. 20)	Uninformative	☐	☐	☐	☐	☐	☐	☐	Informative
(Col. 21)	Disorganized	☐	☐	☐	☐	☐	☐	☐	Organized

III. The next three questions are open-ended and allow you to express in some detail other feelings you have about the program. Please give us the benefit of your comments. They will be most helpful.

11. The weaknesses of the CSE program are:

12. The strengths of the CSE program are:

13. Ways by which the CSE program could be improved are:

APPENDIX F

Community Cooperation Employer Questionnaire

BEST COPY AVAILABLE

COMMUNITY COOPERATING EMPLOYER QUESTIONNAIRE

Following are some questions, the answers to which will help us evaluate the career guidance program sponsored by your local high school. This program is formally known as the Career Selection Education, or CSE, program. Your participation in this program is greatly appreciated. We know your time is busy, but at the same time we know that only by having these answers can we evaluate and improve the program. Therefore, your careful consideration and response to the questions that follow would be appreciated. Do not place your name on the questionnaire. Responses are to remain anonymous. When you have finished please place your questionnaire in an envelope and mail directly to

Mr. Rowan C. Stutz, Coordinator
Western States Small Schools Project
Utah State Board of Education
1300 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

Your immediate consideration of this questionnaire is requested. Thank you very much.

I. 1. The nature (or type of your organization or business (check as many as apply)

(col. 6) _____ Auto repair
(col. 7) _____ Beauty Operator
(col. 8) _____ Bookkeeping
(col. 9) _____ Bus garage
(col. 10) _____ Carpenter
(col. 11) _____ Construction
(col. 12) _____ Custodian, Janitor
(col. 13) _____ Dentistry
(col. 14) _____ Electrician
(col. 15) _____ Farming
(col. 16) _____ Fish and Game service
(col. 17) _____ Food Services
(col. 18) _____ Government Office
(col. 19) _____ Hospital
(col. 20) _____ Lumbering
(col. 21) _____ Mechanic shop
(col 22) _____ Office Work
(col. 23) _____ Pharmacy
(col. 24) _____ Plumbing
(col. 25) _____ Post Office
(col. 26) _____ Printing
(col. 27) _____ Ranching
(col. 28) _____ Resort Owner
(col. 29) _____ Retail store

(col. 30) _____ School
(col. 31) _____ Service Station
(col. 32) _____ Telephone Company
_____ Other (please list)
(col. 33) ______________________________
(col. 34) ______________________________
(col. 35) ______________________________

(Col. 36-38) 2. Number of employees in your organization ____________

(Col. 39) 3. How many students have you had under CSE sponsorship (check one)

(1) _____ 1 - 2
(2) _____ 3 - 4
(3) _____ 5 - 6
(4) _____ 7 - 10
(5) _____ 11 - 20
(6) _____ 21 - 30
(7) _____ 31 or more

(Col. 40) 4. If you had more than one student did all of them have the same experience?

(1) _____ yes
(2) _____ no

(Col. 41-42) 5. How many total hours did the typical student spend in your establishment as part of the program __________

(Col. 43) 6. Did the CSE students receive pay for services rendered during school hours? (check one)

(1) _____ yes
(2) _____ no

(Col. 44) 7. Have you hired any students for part or full time work as a direct result of their CSE experience with you.

(1) _____ yes
(2) _____ no

(Col. 45) 8. What was the nature of the students' experiences? (check one)

(1) _____ Exploratory (to learn about the job and not the skills associated with the job)
(2) _____ Specific skill training (to learn the skills associated with doing the job)
(3) _____ Some students were given exploratory experiences only, but others were given specific skill training

BEST COPY AVAILABLE

II.

9. Listed below are words to describe your feelings about the CSE program. Indicate how you feel by placing a check mark in one of the seven squares anywhere along the line between each pair of words. Do not spend too much time on any one pair. It is your first impression that is wanted. When you are finished you should have made seven (7) marks, one between each pair of words.

In my opinion the CSE program is:

		1	2	3	4	5	6	7	
(Col. 46)	Bad	☐	☐	☐	☐	☐	☐	☐	Good
(Col. 47)	Worthless	☐	☐	☐	☐	☐	☐	☐	Valuable
(Col. 48)	Unimportant	☐	☐	☐	☐	☐	☐	☐	Important
(Col. 49)	Harmful	☐	☐	☐	☐	☐	☐	☐	Beneficial
(Col. 50)	Boring	☐	☐	☐	☐	☐	☐	☐	Interesting
(Col. 51)	Uninformative	☐	☐	☐	☐	☐	☐	☐	Informative
(Col. 52)	Disorganized	☐	☐	☐	☐	☐	☐	☐	Organized

III. Following are some statements which will enable you to express your feelings about various aspects of the CSE program. You are to read each statement and then indicate how you feel about the statement by circling the appropriate letters.

SA = Strongly Agree
A = Agree
NO = No Opinion
D = Disagree
SD = Strongly Disagree

If you can't make a judgement on a statement because of not having had any experience in that regard circle NA which means not applicable.

(Col. 53) 10. The students I had in CSE were dependable. SA A NO D SD NA

(Col. 54) 11. All things considered the CSE program was worth more than the inconvenience it caused. SA A NO D SD NA

(Col. 55)	12.	I should have had more help from the High School Counselor (Career Selection Agent)	SA A NO D SD NA
(Col. 56)	13.	If I had job openings for the students I had in the CSE program I would hire most of them.	SA A NO D SD NA
(Col. 57)	14.	The program was benefical to the student.	SA A NO D SD NA
(Col. 58)	15.	The program was not financially benefical to me.	SA A NO D SD NA
(Col. 59)	16.	My contribution was more of a service to the community rather than beneficial to me.	SA A NO D SD NA
(Col. 60)	17.	I would like to see the program continued	SA A NO D SD NA

IV. The next three questions are open ended and allow you to express in some detail other feelings you have about the program. Please feel free to make your comments. They will be most beneficial.

18. The weaknesses of the CSE program are:

19. The strengths of the CSE program are:

20. Ways by which the CSE program could be improved are:

APPENDIX G

Student Test Data

BEST COPY AVAILABLE

(check one)

Name ______________________________ _____ Presently a student

School ______________________________ _____ Formerly a student

SECTION IV. STUDENT TEST DATA
TO BE COMPLETED BY THE CSA

1. Grade in World of Work class (check one)

_____ A
_____ B
_____ C
_____ D
_____ F

2. Overall Grade Point Average _________

3. WSSSP Skill Inventory

1st Administration (pretest)

Date taken ______________________________
day month year

	G	V	N	S	P	Q	K	F	M
SI Raw Score									
SI Decile									

2nd Administration (post-test)

Date taken ______________________________
day month year

	G	V	N	S	P	Q	K	F	M
SI Raw Score									
SI Decile									

DIFFERENCE (Subtract 1st Administration raw score from 2nd Administration raw score, use negative signs if necessary)

	G	V	N	S	P	Q	K	F	M
Difference									

4. GENERAL APTITUDE TEST BATTERY (GATB)

1st Administration (pretest)

Date Taken ______________________________
day month year

BEST COPY AVAILABLE

	G	V	N	S	P	Q	K	F	M
GATB Raw Score									
GATB Decile									

2nd Administration (post-test)

Date taken______________________________
day month year

	G	V	N	S	P	Q	K	F	M
GATB Raw Score									
GATB Decile									

DIFFERENCE (Subtract 1st Administration raw score from 2nd Administration raw score, use negative signs if necessary.)

	G	V	N	S	P	Q	K	F	M
Difference									

5. KUDER PREFERENCE RECORD

Date of 1st administration (pretest):______________________
day month year

Date of 2nd administration (post-test):______________________
day month year

	1st Administration Pretest		2nd Administration Post-test		Difference
	Raw	Percentile	Raw	Percentile	Raw
Mechanical					
Computational					
Scientific					
Persuasive					
Artistic					
Literary					
Musical					
Social Service					
Clerical					

NOTE: To obtain difference subtract 1st Administration raw score from 2nd Administration raw score, use negative signs if necessary.

BEST COPY AVAILABLE

6. WSSSP OCCUPATIONAL INFORMATION INVENTORY

Date of 1st administration (pretest): ______ day ______ month ______ year

Date of 2nd administration (post-test): ______ day ______ month ______ year

BOYS

	OCCUPATION SCORES	
	1st Administration (Pretest)	2nd Administration (Post-test)
Auto Mechanic's Helper		
Bookkeeper		
Carpenter		
Custodian, Janitor		
Drill Press Operator		
Electrician		
Farm Hand - General		
Fish and Game Warden		
Fork Lift Truck Operator		
Fry Cook		
General Office Clerk		
Kitchen Helper - Dishwasher		
Mail Clerk		
Painter - Decorator		
Sales Clerk		
Service Station Attendant		
Stock Clerk		
Television Service and Repair		
Truck Driver		
Ward Attendant		

	MAJOR SUBSCORES	
	1st Administration (Pretest)	2nd Administration (Post-test)
Wages		
Aptitudes		
Temperaments		
Interests		
Occupation Scores		
Number Over		
Number Under		

BEST COPY AVAILABLE

GIRLS

	OCCUPATION SCORES	
	1st Administration (Pretest)	2nd Administration (Post-test)
Beauty Operator		
Bookkeeper		
Business Machine Operator		
Cook		
Dental Assistant		
File Clerk		
General Office Clerk		
Maid - Housekeeper		
Nurse Aid		
Sales Clerk		
Sewing Machine Operator		
Stenographer		
Telephone Operator		
Typist		
Waitress		

	MAJOR SUBSCORES	
	1st Administration (Pretest)	2nd Administration (Post-test)
Wages		
Aptitudes		
Temperaments		
Interests		
Occupation Scores		

Number Over	
Number Under	

APPENDIX H

Instructions to Career Selection Agents Regarding Questionnaires

March 27, 1968

TO: Career Selection Agents of
Career Selection Education Project Schools

FROM: Rowan C. Stutz, WSSSP Coordinator

SUBJECT: Instructions to Career Selection Agents Regarding Questionnaires

---

We have sent to you under separate cover seven different questionnaires. You should take a few minutes to scan each of them, and in particular read the instructions on each. If this is done you will be in a better position to answer the questions that might arise from the respondent. In addition, you will be better prepared to insure that the questionnaires are completed as accurately and efficiently as possible. It is probably obvious, but perhaps it would be well, to emphasize that the success of the entire evaluation process heavily depends on you at this point. We must obtain the information requested, and your cooperation is critical if this is to be accomplished. We need to have all data in by April 30, so you will need to begin gathering the data now.

The seven questionnaires are described below. Any expense involved in conducting these surveys is reimbursable from WSSSP funds.

The Present High School Student Questionnaire

This questionnaire is to be given to all students currently attending your high school who have participated at one time or other in the career selection education program. They do not have to be involved in the program at the present time. The questionnaire should require about one hour for the average student to complete. It would be best to have the students answer the questionnaires in a single one-hour period rather than two or more short sessions. Do not expect the student to complete the questionnaire on his own time (outside of school). Such a procedure is generally unsuccessful.

It will be necessary for you to provide each student a plain envelope into which he can insert the completed questionnaire. The envelope should be sealed by the students and then returned to you (or the person administering the questionnaire). It is highly important that such a procedure be followed. The student's responses must be kept anonymous to those that know and have worked directly with them in the CSE program. This will encourage the students to respond more accurately. All of the sealed envelopes should be sent to Rowan Stutz, Coordinator, Western States Small Schools Project, Suite 1300, University Club Building, Salt Lake City, Utah 84111.

As a final point it should be emphasized again that all students in the high school be surveyed who at one time or other have been in the program. If we don't get them all, then there is the real danger of non-response bias in the results.

The Former High School Questionnaire

This questionnaire is to be completed by all students who are no longer attending the high school, but who at one time or other participated in the CSE program. In many cases you will be able to make personal contact with these former students and get them to complete the questionnaire. In other instances you may have to mail them the questionnaire to be completed. If you mail the questionnaire, a personal note to them from you encouraging them to complete the questionnaire is very important. If we don't have your personal touch in the distribution of these questionnaires, it is highly likely that the percentage of responses will be very low. The attached letter can be used if desired, or modified, if you see fit.

You will note that the students are to return the questionnaires directly to Rowan Stutz. Therefore, it will be necessary to give them a self-addressed envelope (preferably a long brown one) containing the necessary postage which will be $.24 per questionnaire. We realize this is a little expensive but it is the price that has to be paid in order to obtain the information needed.

In order that we can follow up on those not responding, it will be necessary for you to send Rowan Stutz a list of names and addresses of those students involved.

Community Cooperative Employer Questionnaire

This questionnaire is to be completed by all those citizens in the community who work with you in the CSE program. The instructions on this questionnaire are self-explanatory. However, it is extremely important that these people receive a personal contact from you when you give them the questionnaire. If possible, deliver it to them personally. If this is not feasible, then be sure to at least call them on the telephone and explain what you are doing, and that the questionnaire is being sent to them for completion. It is important that they understand the purpose of the questionnaire and its relationship with the work they have been doing with you in the CSE program. In writing this questionnaire, it has been assumed that these people are somewhat familiar with the terminology we are using. Please read all this questionnaire rather closely so you can identify those terms and concepts with which they might be familiar, and explain these to them.

It will be noted that these people are to return the questionnaire directly to Rowan Stutz, therefore they will need to be provided a stamped envelope addressed to Rowan Stutz.

Since you will have personal contact with these individuals, a cover letter to the questionnaire will not be necessary.

Be sure to encourage them to complete the questionnaire soon. Obtain a commitment, if possible, from them as to when they will mail the questionnaire, and then call back and see if they have done so. Impress on them the importance of this information. Please send us the number of persons you expect to complete the questionnaire.

School Administrator Questionnaire

This questionnaire is to be completed by the principal of the school. The instructions are self-explanatory. However, you should deliver the questionnaire to the principal yourself and ask him to complete and mail it directly to Rowan Stutz. We are assuming that it will not be necessary in this case for you to provide the stamped, addressed envelope. Then, after a reasonable period of time, check with him to see if he has mailed the questionnaire. Impress upon him the importance of this information.

The School Program Questionnaire

This questionnaire is to be completed by you, the high school CSA.

Career Selection Agent Questionnaire

This questionnaire is to be completed by you, the high school CSA.

Section IV - Student Test Data

These questionnaires are to be completed by you, the high school CSA. There should be one of these completed on every student that has ever participated in the CSE program. This includes those currently in school participating in the program, those currently in school not participating in the program, and those who are no longer in school but who did participate in the program while in high school. The information called for on this questionnaire can be obtained from personnel records that have been maintained on these students. If you don't have all of the information called for, complete the questionnaire as best you can.

We realize this is a rather large job and sincerely appreciate your cooperation in helping us obtain the data. We would again emphasize the importance of this evaluation. The results can have far-reaching effects on future endeavors in this area. Your early consideration is requested. We need all the information by April 30.

Dear (student's name)

As you know we have been offering a program in the high school to help students learn more about various jobs and the opportunities for employment. You will remember that you participated in the program when you were in high school.

Now we are in the process of evaluating the program and we need your help. I am enclosing a questionnaire that will help us accomplish our objective. Would you please complete it, put it in the enclosed envelope, and drop it in the mail.

It really isn't as long as it looks, and I think you will find it quite easy and very interesting.

We need this information immediately, so will you please sit down right now, or sometime today, and complete and mail this questionnaire.

Thank you very much.

Sincerely,